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ABSTRACT

Developed as part of the reaccreditation process, this report represents a comprehensive self-analysis by the College of Lake County (CLC), which sought to involve the entire institution in an examination of CLC's mission, resources, accomplishments, and future plans. Chapter 1 introduces the self-study's purpose, participants, and processes; provides a history of accreditation at CLC; offers a description of the college and its setting; and presents summary conclusions. Chapter 2 presents and discusses CLC's mission statement as it appears in the college catalog, concluding that the statement is a detailed and meaningful description of the vision guiding the school. Chapter 3 provides an evaluation of CLC's organization of resources, focusing on governance and administration, human resources, financial resources, physical resources, educational programs and curriculum, and institutional services. Chapter 4 presents an assessment of the quality of student achievement, of administrative and educational services, of institutional life, and of CLC's contribution to outside communities. Chapter 5 suggests future directions for the college related to college mission, fiscal health, the institutional planning process, and trends. Finally, Chapter 6 summarizes the work of each committee involved in the self-study process and their conclusions. Appendices provide supporting data. (LAL)

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ED264916

SELF STUDY

1985

COLLEGE OF LAKE COUNTY

IC 860 037

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CHAPTER ONE INTRODUCTION

Purpose Of Self-Study

The College of Lake County approached the reaccreditation process with a strong desire to involve the entire institution in a meaningful examination of our mission, resources, accomplishments, and future plans. We saw the self-study as a unique opportunity to face ourselves in the mirror, to dissect and examine our parts under the microscope, and to diagnose our institutional health. We hope that the process of self-examination will enable all college employees to develop a more comprehensive view of the institution's strengths and plans for improvement.

The scope of this self-study was to undertake a comprehensive analysis, in which all sectors of the college were examined in detail to determine how they contribute to the institution as a whole. The emphasis of this examination was on changes that have taken place at the college since 1978, when the previous study was conducted. At that time, the college received reaccreditation for seven years. We feel confident that the North Central team will observe the many positive changes which have been implemented in this period, and we thus anticipate the team's visit from a position of strength.

Never being an institution content to rest on its laurels, we perceived the self-study process as a means of identifying those areas that we can improve. Our first goal was to involve a broad spectrum of people. The President of the college elicited full participation from the college community (See Appendix A: President's Paper on Reaccreditation), directly involving over seventy people, including students, staff, and members of the board of trustees. This is in keeping with the way the college operates on a daily basis, for cooperation and communication are the keys to an effective organization. The College of Lake County is undeniably a people-oriented place. While the college is proud of its programs and facilities, the greatest strength of this school lies in the people who work here together to achieve common goals, and in their unusual degree of commitment and dedication.

Participants

Among the people who have worked to gather data, to analyze, and to write this report are the Steering Committee, composed of the following individuals:

Chairperson	
Virginia Thompson	Associate Dean, Biological and Health Sciences
Editor	
Judy Rosenberg	Coordinator, Technical Communications
Secretary	
Nancy McGuire	Secretary, College Governance and Programs

Members

Joan Kerr	Instructor, Psychology
John Mathwig	Instructor, Biology
Donna Palmieri	Director, Business Services
Russ Peterson	Associate Dean, Communication Arts, Humanities and Fine Arts Division
James Reinemann	Coordinator, Mid-Management
Dave Ross	Director, Counseling Center
John Shelton	Instructor, Physics
Christine Sobek	Director of Personnel and Executive Assistant to the President

Ex Officio

Kathleen Arns	Provost, Contractual Programs and Services
James Doppke	Vice-President, Educational Affairs
Vernon Manke	Vice-President, Administrative Affairs
Frank Harnish	Chairperson, College Senate 1984-85
Sue Wunderlich	Chairperson, College Senate 1985-86
Melody Brown	Chairperson, Student Senate

The Steering Committee relied on members of the criteria committees, who each addressed a separate issue to assemble the information for this report. The committees met to discuss, analyze, and question every angle to arrive at an authentic assessment of the college's current position. Committee members are listed below:

Criterion One Committee

Chairperson

Christine Sobek	Director of Personnel and Executive Assistant to the President

Co-Chairperson

James Reinemann	Coordinator, Mid-Management

Members

Adelaide Bannon	Training and Development Consultant
Mary Corn	Instructional Assistant/Telecourses
Curt Denny	Director, Admission and Records
Sharon Grove	Instructor, Accounting
Angelo Kyle	Special Projects Assistant, Lakeshore Educational Center
Mario Maculan	Instructor, Spanish
Ruth Rickard	Instructor, History/Political Science
Robert Riedl	Coordinator of Public Information
Delores Swan	Director, Nursing Education

Criterion Two Committee

Chairperson

Donna Palmieri	Director, Business Services

Co-Chairperson

John Shelton	Instructor, Physics

Members

Michael Anthony	Assistant to Director, Physical Facilities
William Ballock	Instructor, Mathematics
Diane Bredehorn	Instructor, Psychology
Gary Churchill	Director, Data Center
Craig Cantrell	Student Representative
Rodney Cummins	Instructor, Automotive Technology
James Haas	Counselor
Robert Hamilton	Instructor, Chemistry
Jim Hodge	Instructor, Mathematics
Donald Holland	Associate Dean, Business Division
Terry Larson	Instructor, Biology
John Lumber	Associate Dean, Social Science Division
Mike McGuire	Director, Institutional Research
Chris Patrick	Assistant Director, Financial Aid
Walter Petersen	Counselor
Ted Poulos	Junior Accountant, Business Services and Finance
Peggy Pugesek	Secretary, Business Services/Finance
Norm Sage	Librarian
Michael Santullano	Director, Resources Development, Contractual Programs and Services
Ed Snyder	Director, Student Activities
Edward Starshak	Instructor, Economics
Laura Walker	Secretary, Communication Arts Division
Marion Webb	Instructor, Office Systems and Technology
Richard Wong	Instructor, Mathematics

Criterion Three Committee

Chairperson

Russ Peterson	Associate Dean, Communication Arts, Humanities and Fine Arts Division

Co-Chairperson

Joan Kerr	Instructor, Psychology

Members

Roger Anderson	Instructor, Data Processing
Judy Baron	Instructor, Radiography
Tony Gundrum	Instructor, Electrical/Electronics
Larry Matthews	Associate Dean, Health, Physical Education Division
Charles Nystrom	Instructor, Adult Basic Education
Pat Oilschlager	Secretary, Economic Development
Jan Palucci	Testing Center Supervisor, Learning Assistance Center
Brian Smith	Instructor, Philosophy
Joan Wenner	Student Representative
Larry Whittier	Counselor

Criterion Four Committee

Chairperson	
John Mathwig	Instructor, Biology
Co-Chairperson	
Dave Ross	Director, Counseling Center
Members	
Doug Beitel	Instructor, Drafting/Architectural Technology
Mary Charuhas	Associate Dean, Open Campus
Wayne Haberkorn	Dean, Business Services and Finance
Rosemary Holiday	Secretary, Activities
Isabel McCall	Student Representative
Dan Ryan	Instructor, Political Science/Sociology
Doug Sherman	Instructor, Geology
Steve Springer	Director, Career Programs Planning and Evaluation

In addition to all of these people, numerous others filled out surveys, took part in interviews, researched data, wrote reports and cooperated fully with the people directly involved in this important task.

The Process

At the outset of this study, the Steering Committee sought to go beyond a simple response to the criteria and questions provided by North Central Association, though these were helpful guidelines for our task. To engender a healthy debate, to pose difficult questions about who we have become, how well we are performing, and what changes we would like to make to enhance our ability to meet future challenges --these were our aims. We therefore encouraged our criteria committees not to be limited by the questions supplied them, but to identify those issues and priorities that the college needed to examine in order to achieve excellence in all areas. One criterion committee, for example, posed the question, "What is the purpose of our mission statement?" That is, rather than simply assessing the content of the mission statement, we asked the philosophic question, should the mission statement be modified periodically to reflect our endeavors; or rather, is the mission a touchstone, a fixed guide by which we measure the appropriateness of new ventures and programs? Asking such questions led to seminal discussions which heightened our awareness of the importance of this self-study process.

Among the broad purposes which the committees addressed were to identify our strengths and our needs; to clarify our mission statement; to describe and evaluate all programs, support services, and facilities--the human, financial, and physical resources--the system of administration, governance and planning; to determine whether our current priorities are appropriate for meeting the challenges we will face in the future; to re-examine our current organizational structure; to examine the present system of review and evaluation to determine its effectiveness in maintaining quality of

operation and education; to pose critical questions; and to identify issues which the college is addressing or needs to address to accomplish its goals.

The process began with the naming of the committees in October 1984 and the gathering of data by the criteria committees and their sub-committees from November to April. At the president's request, all administrative offices prepared a review of their unit's mission, resources, and future directions. Next came the writing of reports and chapter drafts from January to July; the polling of the faculty, administrators, and students in February; the mailing of newsletters to all employees summarizing the reports and seeking input from January to May; the presenting of information to interested groups such as the College Senate and participants in strategic workshops; the debating and fine-tuning of the reports by the Steering Committee; and the constant cooperation of the entire staff with the Self-Study Coordinator and Editor, which enabled us to complete this document.

History of Accreditation

The history of accreditation at the College of Lake County began in March 1969 when the college was granted Correspondent Status. A site visit took place in December 1970, and the college was recognized as a candidate for accreditation in March, 1971. A site visit then took place in November 1972, and the college was granted accreditation as an Associate Degree granting institution in March 1973 and placed on the normal five year review cycle for newly accredited institutions. Following a December 1978 site visit, the college received in March 1979 continued accreditation until 1985-86, with a focused visit in 1981-82.

Description and Setting of the College

The College of Lake County today is housed in a large, modern campus located on 230 acres in Grayslake, Illinois, with a student population of approximately 12,000 (headcount), and between 4,500-5,000 F.T.E. Since its opening in the fall of 1969 with 2,588 students (F.T.E. 1,452), the college has grown both in size and in stature. When many other colleges were cutting back and losing enrollments, the college continued to expand, and it is only recently that we have begun to experience a leveling off and slight decrease in enrollment—a sign, perhaps, of the times.

Lake County is located in the northeast corner of Illinois, bounded by Wisconsin on the north, Lake Michigan on the east, Cook County on the south, and McHenry County on the west. Situated between two population growth centers, Chicago and Milwaukee, the county includes the city of Waukegan, with a population of 74,871; suburbs; farmlands; and lake resorts in the Chain o'Lakes area. The county covers 468.8 square miles and includes 18 townships, five County Board Districts and 46 incorporated cities and villages.

Community College District 532 occupies 420 square miles, or 90% of the geographical area of Lake County. State legislation has been passed which will mandate the annexation of non-district communities into community college districts by 1990.

The population of Lake County has grown from approximately 382,000 in 1970 to 440,372 in the 1980 census. District 532 estimates its total population at 405,847. In order to meet the needs of this population, the college has provided extension sites at several locations. The college opened the Lakeshore Educational Center in Waukegan in 1981. This facility was purchased, completely renovated, and now serves over 3,000 students annually. Recently, the college received approval from IBHE to change the status of this outreach center to that of a branch campus, so that students could take not only courses, but complete certificate or degree programs at the Lakeshore Educational Center. The existence of Lakeshore Educational Center some 12 miles from the main campus is only part of our expanded outreach activities over the past seven years.

Another major outreach effort has been the opening in 1980 of the Southlake Educational Center in Highland Park and the recent creation of a Southwest Advisory Council to serve the needs of people in the extreme southern portions of our district.

Commitment To Excellence

The College of Lake County is a relatively young institution, with a dynamic and dedicated faculty and staff who genuinely care about the students that they serve. This commitment, which is espoused by many schools, is strongly felt by the students who come here, and is documented by hundreds of comments from our graduates in follow-up surveys. Below is a small but representative sampling of actual written comments by our 1982 graduates in response to the question, "What do you feel was the greatest strength of the College of Lake County?"

"The faculty. The majority of them are enthusiastic wanting to share their knowledge with you."

"The spirit! The college had a reputation for being the 'College of Last Chance' yet the strong spirit of learning was there and that defied the reputation. The instructor's overall enthusiasm for learning was contagious."

"Personalized help from the professors—small class size."

"The instructors!! They are patient, understanding and interested in the students."

"The genuine concern and sincere interest of the instructors for each student's development of goals."

"Friendliness, accessibility, flexibility, and willingness to try new things."

"The staff—especially in Student Services. They express attitudes of real interest and involvement with students; also flexible course offerings."

"The college is very student oriented. I felt all staff members were interested in me as a person and my future."

"...There is a community concern about others."

"The positive, one-on-one relationship between student and instructor. This atmosphere is largely due to the fact that the instructors are of such high quality."

"Instructors that care for the students and proved it daily through their excellent means of communications. Ninety-five percent of all my instructors are in the above category."

"Having attended a four-year school prior to enrolling at CLC, I was surprised to discover that the majority of my CLC instructors were as good or better than many of the professors I had previously had!"

Student responses rate the college highly for its outstanding faculty, educational opportunities, and the nurturing atmosphere provided by the people who work here. But what about the people who have never taken courses here? In order to assess and strengthen the general public's perceptions about the college, the Gallup Organization conducted a telephone survey of the adult citizens of Lake County in the summer of 1984. Over one thousand (1,000) individuals participated. The Gallup poll found:

> "County residents have a high regard for the College of Lake County, both as an institution which can prepare students for job entry or advancement and as one which can prepare them for transfer to a four-year college or university. Two-thirds (65%) of the survey respondents rate the college as either excellent or good in both areas of preparation. One in five rates the college as excellent. Only one in ten gave a rating of fair and virtually no one thinks the college does a poor job of preparing students. One quarter (24%) of the county residents felt that they were unable to rate the college at all...When examining the responses in detail, it is evident that those who are familiar with the college are inclined to rate it more highly than those who are not. Current and former students give the college the highest ratings. Thirty-four percent (34%) of that group rates the college as excellent..."

It is interesting to note that 88% of the respondents to the Gallup poll cited quality of teachers as the single most important factor they used to evaluate the quality of a community college. Next in importance came variety of courses (75%) and then equipment and facilities (60%).

The college continues to offer a wide variety of courses and programs, and develops new ones through discipline curriculum committees, individual faculty input, program evaluations, advisory committee suggestions, and needs assessment studies. The college is fortunate to have a modern physical facility, and broke ground in July, 1985 for a new Science/Student Services wing which will add about 80,000 square feet to the college's laboratory, classroom and office facilities. Over the past seven years the college has acquired over $2.5 million in state-of-the-art computer assisted design equipment, and has purchased

over 145 micro-computers for use by students, faculty, and staff. A new automated industrial center will be opening in Fall 1985 in the Area Vocational Center, containing the latest Computer Integrated Manufacturing (CIM) equipment.

Organization of the Self-Study

The college's commitment to excellence is documented in the report which follows. The body of this report is divided into four main sections, corresponding to the four criteria designated by the North Central Association. Criterion I examines the mission of the college; Criterion II describes the human, financial, and physical resources of the college and discusses the organization of programs and services which carry out that mission; Criterion III evaluates how effectively we are carrying out our mission in terms of measurable outcomes for student achievement, educational programs, institutional life and contribution to community; Criterion IV analyzes the planning process at the college to determine our ability to meet successfully the challenges of the future. The closing chapter in this document summarizes the conclusions, recommendations, strengths and concerns identified by the various committees participating in the self-study process.

Preliminary Conclusions

It is noteworthy that throughout the process, the institution has demonstrated an ability to respond quickly to many of the concerns raised in the committees--so quickly in some instances, that chapters needed to be revised as soon as they had been written, to up date the ways in which the college was addressing such concerns. For example, shortly after the physical facilities sub-committee identified a shortage of adequate space for theatre productions in their preliminary report, the Board of Trustees of the college announced both a short-term expansion and remodeling of the existing theatre facilities, and a long-term plan to raise capital funds for a new Performing Arts Center. This represents only one of many instances in which the college acted swiftly to make improvements, and is indicative of a dynamic and responsive organization, capable of changing when change is needed.

Naturally, there are some concerns discussed in this report, such as the long-term issues of governance and communication, which have existed as long as the college has existed, and which continue to trouble our waters. Such issues cannot be dealt with quickly, but it is encouraging that we openly discuss them, that we genuinely desire to change, and that we are looking for new ways to confront them.

As much as we would like to be idealistic, and to see all problems resolved, we live in a real world. We recognize that it is the traditional role of educators to be skeptical, to challenge, to debate, and to be self-critical. From this perspective, we began the self-study process, dividing up into numerous sub-committees, looking for flaws, questioning the effectiveness of our policies and procedures, asking for evidence and documentation. We know that the college is not perfect, but we were sometimes surprised to discover that we are better than we thought we were, and improving every day.

SELF STUDY

THE COLLEGE OF LAKE COUNTY HAS CLEAR AND PUBLICLY STATED PURPOSES, CONSISTENT WITH ITS MISSION AND APPROPRIATE TO A POST-SECONDARY EDUCATIONAL INSTITUTION.

1985
COLLEGE OF LAKE COUNTY

CHAPTER TWO CRITERION I: MISSION

The mission and goals of The College of Lake County have evolved over a number of years from its official opening in 1969 to its current status as an outstanding community college. The history of the first philosophy statement is recorded in the 1971 self-study, which indicates that the original mission statement was written in two parts: one for transfer and one for careers. After being submitted to the Board of Trustees and the Advisory Committee for the Development of Career Programs, it was decided that the two programs should be represented by a unified statement. Even though the current mission statement separates these two areas out as subtopics, it is clear that they are both integral parts of the college.

Established within the framework of the Illinois Master Plan for Higher Education, the College of Lake County is dedicated to meeting the needs of students for post-secondary education in the liberal arts and sciences, career and occupational training, lifelong learning experiences, and the development of basic skills. The Board of Trustees has defined the mission and goals of the college, not only to meet the requirements for a comprehensive community college mandated by the Illinois Community College Board, but to go beyond that which is required, in pursuit of excellence.

In order to effectively evaluate whether the college has clear and publicly stated purposes, consistent with its missions and appropriate to a postsecondary educational institution, members of the Criterion I Committee examined the mission statement published in the annual College Catalog and reproduced below:

History/Philosophy

> "The College of Lake County is a public, community college serving a district which presently includes 14 public and three private high schools within its geographic boundaries. Established by the citizens of Lake County within a framework of the Illinois Master Plan for Higher Education, the College of Lake County is a comprehensive community college dedicated to meeting the post-secondary educational needs of individuals within District 532. The College of Lake County was granted accreditation and membership in the North Central Association of Colleges and Secondary Schools in March, 1974. This distinction was granted for five years. The College was re-accredited in 1979 for a period of seven years."
>
> "The College of Lake County strives for excellence by responding to those needs through flexible curricular offerings and student services and by maintaining academic standards which will lead to competence and encourage the pursuit of excellence. To these ends the College pledges to provide high quality general education in the liberal arts and sciences, career education commensurate with student occupational needs and opportunities, continuing education, and development of basic skills essential to its students. Furthermore, the College acknowledges its concern with the

cultural, aesthetic, intellectual, civic, and economic life of the district and assumes responsibility for participation and leadership in these areas."

"As a community, the College places primary value on fostering positive relationships among all its members and promotes the practice of equality in all professional relationships and governance procedures at faculty, administrative, staff and student levels."

"To implement this philosophy, the College places emphasis on a continuing process of assessment and analysis keyed to the College goals and missions."

"Consistent with this philosophy, the College of Lake County sets forth the following goals:

1. An exceptionally wide variety of learning opportunities, available within a close community atmosphere, which feature:

   a. Ready accessibility of the professional staff.

   b. Class size conducive to open discussion and student/teacher rapport.

   c. Meaningful academic advisement by professional staff members who can individualize responses to each student's needs and desires.

   d. A comprehensive program of personal, vocational, financial and placement counseling leading to greater self-understanding.

   e. Opportunity to earn credit for prior learning experiences.

   f. Learning resources to meet a wide range of vocational, intellectual and developmental needs.

   g. Involvement in co-curricular social, physical, recreational and cultural activities.

   h. Basic skills instruction according to student needs assessment to ensure that each student shall have the opportunity to acquire the requisite skills in reading, writing, and mathematics for success in the curriculum of his/her choice.

   i. Provision for students with handicaps for assessment, accommodation, services and referrals to meet their educational and vocational needs.

2. Baccalaureate transfer curricula that provide:

   a. Liberal arts and science programs leading to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree, with an opportunity for full transfer of credit to a four-year college or university for baccalaureate studies.

   b. Classroom education designed to enable students to excel in their performance at a four-year transfer institution.

   c. Comprehensive learning for the graduate at the associate level to function as a member of an educated community in a knowledgeable and appreciative manner.

3. "Career" oriented curricula that provide:

   a. Specific vocational and technical programs leading to an Associate of Applied Science degree (A.A.S.)

   b. Opportunity for immediate employment in semi-professional or skilled technical fields, or transfer for further professional training.

   c. Acquisition of entry-level competence and background knowledge in a career field.

   d. Awareness of career possibilities and potential rewards in a career field.

   e. Satisfaction of personal interests and needs through the achievement of advanced learning and employment potential.

4. Adult and continuing education programs that provide:

   a. Strengthening of personal commitment to the principle of lifelong learning.

   b. Unique educational job training and upgrading opportunities for adult students already employed or seeking career enhancement.

   c. Non-traditional learning experiences and subject matter which are in keeping with the integrity and identity of a community-based institution.

   d. Activities aimed at the personal development and cultural enrichment needs of individuals and groups.

   e. Adult education courses, including courses in preparation for the high school equivalency examination (GED), English-as-Second Language (ESL), adult basic education (ABE), and pre-vocational training.

f. Community services that will enhance the quality of life in the district for the maximum number of citizens.

5. An emphasis on liberal education that fosters:

a. The development of skills in communication, thinking, decision-making, and problem-solving.

b. The perception of self as a unique member of the world who has self-worth, personal human rights, and potential which can be developed.

c. An understanding of human relatedness which stresses the culture—past, present, and future—shared by human beings which develops an awareness of personal responsibility as part of a total community.

d. An ecological perspective on the relation between the individual and all other human beings with nature.

e. A comfort with the study of the sciences, social studies, technologies, humanities, and fine arts that allows individuals to learn and to apply their knowledge to daily realities.

f. An interdisciplinary view of learning that shows relationships between all disciplines and encourages a life-long search for knowledge.

g. An enjoyment of the pursuit of knowledge and cultural heritage as an end in itself."

The committee further examined over twenty documents and forty-two separate unit mission statements (See Appendix B: List of Sources for Mission Analysis), to determine whether the current mission statement is sufficiently clear and comprehensive to adequately reflect the actual goals, purposes, and activities of the college. The committee found that all publications and documents are consistent with the mission statement, and do reflect the philosophy and purposes of the college in its day-to-day operations. The mission statement in current use was developed by a task force of the College Senate, reviewed by the Senate as a whole, and adopted by the Board of Trustees in 1980. College programs and activities are guided by the mission and purposes of the college.

The mission statement is supported by five major goals and numerous sub-goals which are evaluated and reviewed as local conditions change. Changes and additions to the goals statement are influenced by a number of college groups, including the Board of Trustees, the College Senate, task forces, commissions, the academic divisions, and career advisory groups.

Each year the college sets new and continuing institutional goals for itself which are consistent with the college mission and which provide direction for focused action. The development of these goals

begins with each individual unit defining its goals for the coming year. These goals are then submitted to unit supervisors and developed through consultation into larger unit goals. Finally, institutional goals are developed by the President in consultation with the Vice-Presidents and the Deans, and are approved by the Board of Trustees. One additional step is to then review unit goals for consistency with institutional goals. For 1984-85, some of the institutional goals include enrollment management; cooperation with high schools for educational excellence; evaluation and development of part-time faculty; liberal arts and science revitalization, as evidenced by recent changes in graduation requirements for transfer degrees, "writing-across-the-curriculum" and "critical thinking skills" projects; professional growth; and health and physical fitness.

The mission and purposes of the college are publicly stated in the College Catalog, the general information brochure and other publications. The Schedule of Classes is mailed three times a year to every resident of Lake County and contains general statements concerning the college's mission and purposes. The Public Relations department insures that information distributed by the college is consistent with the missions and purposes statement. In 1984, a Gallup Poll was conducted to determine the community's perceptions of the college, its mission and performance. In general, it was determined that 72% of the community-at-large had a positive view of the College of Lake County and understood its role in providing both transfer education and career education. This independent validation of the public's recognition and understanding of the college mission is gratifying.

The mission and accompanying goals statements are consistent and complete; however, some recommendations for further study and analysis have been made. These recommendations include the following.

The function of the mission and purposes statement is to clearly communicate the college's mission to all its constituents. This constituent group includes the community-at-large, students, the Board of Trustees, and college staff. An analysis of the current mission and purposes statement indicates a difficult level of readability. One recommendation is to revise the current wording of the mission and purposes statement to use more clearly understood words with less educational jargon.

The public learns about the college mission primarily by reading the annual College Catalog. The mission statement was located on page 121 and 122 of the 1984-85 Catalog, which made it difficult for readers of the Catalog to refer quickly to or easily locate the mission statement. Therefore, the committee recommended placing the mission statement within the first few pages of the Catalog. Consequently, the 1985-86 catalog was revised to reflect this recommendation.

One of the specific goals of the overall mission and purposes statement is to provide a variety of services for students with handicaps. A review of this goal indicates the college is not currently able to provide all services for learning disability students. The committee recommends reviewing and defining services that are offered to this group.

Some elements of college activity are not described specifically in the current mission statement, such as economic development and other public service activities. The college has recently implemented a number of alternative delivery systems (telecourses, self-paced instructional module) for instruction. The committee suggests including this activity in a goal statement.

In the last year, there has also been more emphasis on the role of staff development within the institution as it affects all college employees. It is anticipated that this will continue to be a major thrust of the college, not only in the areas of faculty training and retraining, and development of administrative leadership, but also in self-development for clerical and paraprofessional staff. The goals statement should reflect the college's emphasis on staff development. The committee recommends that an additional paragraph and/or goal be added to reflect these new areas of college development.

One issue which the committee examined was the college's expansion into out-of-district contractual programs, including military training programs in San Diego and Hawaii. In 1984 an Institute Advisory Council was formed to study and review all contractual program proposals to ensure their compatibility with the stated mission of the college.

The Board of Trustees of the college has established 12 criteria by which to evaluate all proposed contractual programs.

1. First priority in contractual programs development shall be given to sites within the CLC District and/or have a direct impact on the economy of Lake County.

2. Only those contractual programs which are within the college expertise to manage shall be considered.

3. Contractual programs shall be administered as separate entities under separate Board policies for contract employees.

4. Contractual programs shall not cause the college to employ permanent, noncontractual staff.

5. Contractual programs of instruction designed for a special clientele shall be totally sustained through its own income and shall not absorb any funds from the college operating budgets.

6. Indirect costs or fees shall be claimed for any contract to be negotiated which are at least equal to all administrative overhead expenses.

7. The dollar amount of any contract shall permit its implementation with a minimal administrative staff and structure provided, however, that the contract shall permit the inclusion of at least one management staff member from the college.

8. No contract shall be bid which requires total administration from the main campus unless it is located in the CLC District.

9. For all long-term proposed contractual programs, bids should guarantee that the award be for at least 50% of the original contract, and the college will be allowed to bill direct costs of not less than 50% of the original amount.

10. Contractual programs of instruction shall have evaluation processes that maintain standards of excellence accorded to all regular college programs.

11. Prior to entering into any out-of-district contracts, procedures for contract monitoring and maintenance shall be developed with the appropriate administrative offices (e.g., Admissions and Records, Business Services).

12. Contractual programs shall be reviewed periodically by an advisory council to assure their compatibility with the college's philosophy and goals.

The creation of the Council and these criteria are designed to provide a mechanism for implementing programs allowed under the Illinois Community College Board regulations without detracting from other college instruction, services or resources. These contractual programs fall under the "career-oriented curricula, job training and upgrading for adults, non-traditional learning experiences, and basic skills instruction" sections of the college goals listed in the mission statement.

The committee suggests a possible revision of the first paragraph of the mission statement which includes a narrow definition of the district and the constituents served by the college ("individuals within District 532"). Such a revision may serve to increase staff awareness of the work of the Institute Advisory Council, and of the criteria set up by the Board, and facilitate staff understanding of how these contractual programs fit within the overall mission of the college.

In summary, the College of Lake County is mission-oriented. The college mission statement is a detailed and meaningful description of the vision that guides the daily operations of this school. As the college evolves and tests new ideas, these will be incorporated into the mission statement, providing that they are consistent with our goals and purposes.

SELF STUDY

THE COLLEGE OF LAKE COUNTY HAS EFFECTIVELY ORGANIZED ADEQUATE HUMAN, FINANCIAL AND PHYSICAL RESOURCES INTO EDUCATIONAL AND OTHER PROGRAMS TO ACCOMPLISH ITS PURPOSES.

1985
COLLEGE OF LAKE COUNTY

CHAPTER THREE CRITERION II: RESOURCES

The Criterion II Committee was charged with examining whether College of Lake County has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes. The group consisted of 27 members divided into seven subcommittees. Each subcommittee was given one resource to examine and evaluate. The subcommittees gathered the information during December, January and February and submitted their findings in March. The intent of this report is to highlight the strengths and areas for improvement as determined by the committee. The areas have been categorized in six groups: governance and administration; human resources; financial resources; physical resources; educational programs; and institutional services.

GOVERNANCE AND ADMINISTRATION

The general organization of Community College District 532 begins with the Board of Trustees, who are legally elected representatives of the residents of this district. The Board of Trustees consists of seven members elected to staggered, six-year terms and one non-voting student member. Board members represent a geographically diverse area of Lake County, including Deerfield, Grayslake, Long Grove, Prairie View, Round Lake, and Waukegan. The current Chairman of the Board of Trustees and one additional board member are graduates of the College of Lake County. Regular board meetings are held the fourth Tuesday of each month and are open to the public. Prior to each board meeting, members review materials and reports submitted for the agenda. After minutes have been prepared, reviewed, and approved, they are maintained in the office of the president and are available to the public during normal working hours.

The President, the chief executive officer of the college, reports directly to the Board of Trustees. He serves as the liaison between the board and college employees and students in order to facilitate communications. As the Board of Trustees establishes college policy, the President implements the policy. The President, being responsible for the efficient administration of the college, delegates authority for carrying out the college mission, goals and policies. He maintains close communication with top management, consisting of two vice presidents, a provost, and the executive assistant to the President. These individuals meet periodically to discuss administrative issues. The President also emphasizes the importance of communication at all levels of administration in his position papers, administration and Board of Trustees retreats, and through College Senate meetings.

There are many councils, committees, commissions and organizations that are involved with the governance of the college. Recommendations on academic policies are normally forwarded to the College Senate, which discusses issues and policies affecting educational quality, votes on motions, and then sends them to the President and the Board of Trustees for approval or further action.

The purpose of the College Senate is to provide a voice for college employees, to serve as an advisory body to the President, and to serve as a forum for debate and dialogue over crucial issues. In 1984, in an effort to streamline the governance process, the College Senate eliminated all but two of the standing commissions, reserving the right to appoint task forces to deal with issues as they arise. A history of the major actions of the College Senate is included in Appendix E.

There have been two major administrative reorganizations since the last North Central Evaluation in 1978. The findings from a consultant's report in 1979 recommended that the organizational structure be changed to clarify lines of responsibility, simplify structure, reduce top level administration direct involvement in operational matters, eliminate duplication and fragmentation of tasks and reflect the participative leadership style of the President. These general recommendations were followed by specific recommendations, many of which have been incorporated within the organization.

The first reorganization included a reduction from four to two vice-presidents; reduction from five to four deans at primary level; phasing out of the dean of instruction position; and the addition of an executive assistant to the president. The second reorganization included the addition of a provost for contractual programs and services; deletion of the dean of institutional research/information services; and changes in the lines of authority. Interviews and review of structure show that no voids or overlapping of responsibilities with these positions appear. As the College of Lake County's priorities have changed, so has its structure (i.e. Economic Development Center, Provost of Contractual Programs, etc.)

The organizational charts (See Appendix C for current organizational charts) reflect the number of administrative/professional positions reporting to each of the executive positions. The direct span of control for each of these positions is:

President - six positions
Vice-President of Administrative Affairs - four positions
Vice-President of Educational Affairs - twelve positions
Provost, Contractual Programs and Services - five positions

Due to the number of positions reporting to the Vice-President of Educational Affairs, it is recommended that a further review of the direct span of control of this position be conducted.

The subcommittee on General Administration suggested that the administration consider reinstating the position of Dean of Instruction to assist the Vice-President of Educational Affairs. Another possible strategy is a restructuring of the authority and decision-making process in such manner as to enable the vice president to be more involved in long-term planning. A greater in-depth analysis should be conducted prior to the implementation of any action.

The Board of Trustees, administration and faculty are committed to professional staff development. To enhance and give direction to staff development, the Professional Growth Center was created in 1984. One of the purposes of the center is to facilitate and fund activities and ideas for self-improvement generated by the administrative officers, faculty, paraprofessional and classified staff. Its goal is to enhance the skills of the individual that in turn will have the potential for wide-reaching impact on the college. The number and variety of these workshops, speakers and other activities suggest that the college is making good progress toward its goal of supporting the professional development of its employees.

One area for improvement as identified by the Board of Trustees is the dissemination of information to students. The non-voting student trustee represents the students on the Board of Trustees and communicates information between the Board of Trustees and the Student Senate. Administrative officers have also been asked by the President to attend meetings of student organizations. Continued coverage of the board meetings by the student newspaper also contributes to student awareness of actions taken by the board.

Over the years, the board has sharpened and defined its mission of governance. Stability and teamwork contribute to the effectiveness of the board, which maintains a high degree of mutual trust and respect among its members. The board has a clear understanding of its policy making role, an excellent working relationship with the President of the college, and leaves operational functioning to the administration.

HUMAN RESOURCES

The most important resource at the college is the group of people—faculty, staff, and students—who make up the dynamic, human environment. The College of Lake County has 169 full time faculty, and approximately 242 part-time faculty, distributed across six academic divisions, the Counseling Center, and the Learning Resource Center. In addition, there are approximately 142 part-time faculty in Open Campus, the area devoted to continuing education and adult development courses.

Of the 169 full-time faculty, 19 have earned a doctorate degree, 134 have master's degrees, 6 have earned a bachelor's degree, and 10 have Associate's degrees with Professional Certification in their respective fields. Faculty who teach courses for transfer are required to have at least a Master's degree. Instructors holding less than a Master's degree in the technical or career areas have a high level of professional work experience, including certification.

The age range for full-time faculty is 29 to 64 years, with a majority of instructors in the 40-55 year range. One hundred eight of the full-time faculty (64%) are men, compared to 78% of the part-time faculty. Nearly two-thirds (61%) of the full-time faculty will have between 10 and 16 years of service with the college in 1985. There are 158 tenured and 11 non-tenured instructors. Within the college, all faculty are considered instructors of equal rank, with equal responsibilities. This equality in rank stems from the egalitarian

founding philosophy of the college. The faculty have received numerous awards and other indications of teaching excellence and professional service. The fact that 93% of the faculty are tenured, and that the majority have served the institution for over ten years suggests a high degree of stability.

Matters relating to faculty compensation are handled through negotiations between the Board of Trustees and the College of Lake County Federation of Teachers (CLCFT). College policies are contained in the CLC Policy Manual, which is available in all academic division offices and administrative offices.

Faculty are involved jointly with the Associate Deans in the search and selection of candidates for full-time tenure track faculty positions. The Vice-President for Educational Affairs, the Director of Personnel, and a member of the Affirmative Action Council are responsible for overseeing the selection process. The personnel office advertises positions internally and externally. Faculty are selected on the basis of training, experience, competence in teaching, professional attitude, and ability to work with others. The president is responsible for final selection and appointment of staff, pending ratification by the Board of Trustees.

Faculty members are evaluated on their teaching performance and achievements, in accordance with written procedures developed separately for tenured full-time instructors, non-tenured full-time instructors, and part-time instructors. Faculty are expected to distribute evaluation forms to their students at the end of each semester. Tenured full time instructors are evaluated every five years by a peer committee of their choice. A high percentage choose to use the regular division peer committee, consisting of three permanent members. The evaluation normally involves a written self-evaluation, a classroom observation by peer committee members followed by both written and oral comments, and the written student evaluations. The purpose of the evaluation is instructional development--finding ways to improve one's teaching ability.

Evaluation for non-tenured full-time faculty consists of an annual written self-evaluation, classroom observation, and student evaluations. This information is reviewed by the Peer Committee and divisional associate dean, and followed by a formal evaluation conference between instructor and associate dean. These procedures provide constructive feedback for improving teaching performance, and are a source of information for re-employment and tenure recommendations.

Part-time faculty are evaluated by their students, and by the associate dean of their division, or an appropriate designee such as a coordinator. In addition, new part time faculty are paired with a full-time faculty member in the same discipline who acts as a mentor and provides regular feedback on teaching performance through classroom observation and review of instructional materials. This innovative mentor system appears to be rather unique and is explained in greater detail under criterion three.

The College of Lake County appears to have adequate faculty staffing in most areas, with a significant number of full-time faculty and sufficient number of part-time faculty for flexible scheduling. As a group, the full-time faculty have excellent academic credentials, have been on staff for an average of ten years with very little turnover, and demonstrate a high regard for instructional quality. The same characteristics of excellence hold true for the administrative, professional, paraprofessional and classified groups. However, there seems to be a need for additional staff in the Educational Affairs area, and a concern for some disciplines which have lost staff members in recent years and have not yet replaced them. During the course of this self-study, at least two such positions were filled.

Student Profile

Because the college is guided by its mission of service to students, an analysis of the type of students served is essential. Students are not considered merely passive recipients of the knowledge and skills delivered daily in the classroom, they are active participants in the process called education, and as such, are a vital resource for the college.

For the Spring, 1985 semester, the total head-count in regular programs was 11,726 students (6128 day and 5598 evening students). Of the 6179 female students, 900 were full-time and 5279 were part-time. Of the 5547 male students, 950 were full-time and 4597 were part-time students.

The majority of the students (76.3%) were under age 36, with almost half (46.8%) under 26 years. The mean student age was 29.1 with males slightly younger on the average (27.9) than females (30.1). The age with the single largest frequency was 19 and the median age was 25.7. Male students took more credit hours, on the average, than female students. The distribution of credit hour loads reveals a mean load of 5.58 hours. Largest numbers of CLC students who are recent high school graduates come from Waukegan-East, Zion-Benton, Warren, Antioch, Libertyville, and Mundelein high schools.

The current student body exhibits the following demographic characteristics.

1. Part time students represent over 80% of total enrollment.

2. Approximately half of our students attend day classes, half attend evening.

3. Career programs encompass 48% of all students, with 26% in transfer programs, 13% in basic skills and general studies, and another 13% in adult education or non-credit courses.

The Table 3.1 below shows student demographics from Fall 1978 through Fall, 1984.

TABLE 3.1 Comparisons of Student Population 1978-1984

	Men	Women	F.T.	P.T.	Total	F.T.E.
1978	5,123	5,954	2,181	8,896	11,077	4,536
1979	4,931	6,414	2,238	9,107	11,345	4,531
1980	5,357	7,084	2,462	9,979	12,441	5,059
1981	5,658	7,114	2,651	10,121	12,772	5,313
1982	5,755	7,334	2,650	10,439	13,089	5,380
1983	5,594	7,232	2,461	10,365	12,826	5,135
1984	5,733	6,551	2,075	10,209	12,284	4,687

Except for a sharp increase in Spring 1984, enrollment of transfer students has steadily declined since Spring 1981. The ratio of day to evening students has significantly and steadily increased since Fall 1982. Recent changes from Spring 1984 to Spring 1985, which may represent trends, are decreases in the number of full-time students and increases in the number of career and general students. The years 1982-83 and 1983-84 represented peak enrollments for the college. It is interesting to note that the rate of FTE decline for Spring 1984 to Spring 1985 (-6.6%) is slower than that experienced from the 1983 to 1984 Fall terms (-9%) and from the 1983 to 1984 Spring terms (-9%). College-wide enrollment management efforts are attempting to curb, and eventually to reverse, the negative trend of the past two years.

FINANCIAL RESOURCES

Revenues for CLC come from local taxes, tuition, state apportionment, interest on investments and contractual agreements. Although the assessed valuation has shown a steady increase since the founding of the college in 1967, a decline was experienced in 1983 due in part to the reassessment of farmland in the district. (See Appendix D1 and D2.) The Financial Resources Subcommittee suggested that the inclusion of the Lake Forest School district, the only portion of Lake County not in a community college district, would provide an increase in assessed valuation of about 12%. This will occur in the next few years, and will broaden the tax base of the college.

When the community college system in Illinois was established, state support was projected at 50% of the per capita cost. However, support at this level has not materialized, and about 22% of the per capita cost is actually revenue from state apportionment.

The authorized maximum tax rates of 13 cents for the education fund and six cents for the Operations Building and Maintenance Fund were determined by referendum. The bond and interest fund rate is determined by the amount of revenue needed to pay the principal and interest on the outstanding bonds each year. During the years since 1977 the total tax rate has varied from 22.8 cents to a low of 20 cents. (See Appendix D3.)

An aggressive program of investments has resulted in substantial income over the years. (See Appendix D4, D5 and D6.) However, if the interest rates decline dramatically and/or if fund balances are eroded, this source of revenue would be severely affected.

The College of Lake County has a well-defined method of projecting revenues and expenditures. Changes in assessed valuation, state apportionment, tuition, salaries, supplies, and fixed charges all have parameters established before projections are made.

In March, 1979, the college contracted with the Federal Government and the Navy to administer the Naval Training Program of the Great Lakes Naval Training Center. Under the terms of the contract the college receives indirect recovery fees of three percent of the total program cost. This arrangement has proved to be beneficial to the college's financial stability. Another naval contract was signed in 1983 to provide services in basic skills on the West Coast. Although the first year of this three year contract has resulted in a loss of revenue to the college, due to start-up costs, we anticipate that a modest income will be realized in the second or third year.

Cost Per Student Credit Hour

Tuition is another major source of revenue for the college. Tuition has been increased gradually from $12.25 in 1977-78 to $22.25 in 1984-85 to keep pace with the higher costs of education. (In addition, there is a $.90 per semester hour student activity fee used to support various student programs and organizations.) Enrollment and cost projections through 1988-89 indicated a need for a $2 per semester hour increase in tuition; therefore, the Board approved an increase in tuition for 1985-86 from $22.25 to $24.10 to meet this need. (See Table 3.2 below for tuition rates.)

TABLE 3.2 TUITION RATES FROM 1978-1985

1977-78	12.25
1978-79	13.25
1979-80	14.25
1980-81	14.25
1981-82	15.25
1982-83	17.25
1983-84	22.25
1984-85	22.25
1985-86	24.10

Unit cost per student credit hour has increased by 49% at the College of Lake County from 1977-78 through 1983-84. During that same time interval, the unit cost per student credit hour statewide has increased by only 39%. As of 1983-84, the College of Lake County has a $92.42 cost per student credit hour compared to $79.24 state-wide. There appear to be two major reasons for this increase in unit cost. First, our enrollment has declined while expenditures have continued to increase due to inflationary factors. Secondly, our ratio of full-time instructors to part-time instructors is higher than the state-wide average. Since salaries are a major part of total expenditures, this ratio results in higher unit cost per student credit hour than other state community colleges. (See Appendix D7 and D8 for unit cost comparisons.)

College Funds

The college currently utilizes eight specific funds for the accounting of its revenue. These funds are: educational, building and maintenance, building operations maintenance fund (restricted), bond and interest, auxiliary enterprises, restricted purposes, contractual services, and the working cash fund. The college intends to utilize thirteen funds during the 1985-86 year.

Educational Fund

The major expenditure of the educational fund is salaries and benefits. In 1983-84 salaries of $9,483,101 and benefits of $730,624 comprised 81.5% of the total expenditures from this fund. (See Appendix D9 for summary of salaries and benefits expenditures.) Other expenditures made from this fund include contractual services, supplies, and conference expenses. While revenue has increased 56.5% from $8,260,474 to $12,924,990 from 1977-78 to 1983-84, the expenditures from this fund have increased by 65% from $7,585,443 to $12,524,131. (See Appendix D10 and D11 for comparisons of revenue and expenditures in the educational fund.) Projections for 1984-85 are $13,365,528 in revenues and $13,261,924 in expenditures. An amount of $3,954,874 has been transferred from the educational fund to various funds since 1977-78. Of this amount, $3,000,000 was transferred into the building operations maintenance fund (restricted) in 1982-83. Through the simultaneous development of the working cash fund, this same amount was generated and used for interest monies in the educational fund, thus restoring stability of this fund.

Table 3.3 SALARIES AND FRINGE BENEFITS EXPRESSED AS A PERCENTAGE OF TOTAL EDUCATION FUND

1977-78	82.1%
1978-79	84.2%
1979-80	81.7%
1980-81	81.02%
1981-82	82.36%
1982-83	82.83%
1983-84	81.56%
*1984-85	81.94%

*estimated

Building and Maintenance Fund

The primary purpose of the Building and Maintenance Fund is for the operation and maintenance of the facilities. Expenditures in this fund have increased from $1,023,131 in 1977-78 to $2,363,813 in 1983-84 which represents a 131% increase. During that same time revenues increased 81.7% from $1,405,889 to $2,555,009. Projected revenues and expenditures from this fund in 1984-85 are $2,496,392 and $2,328,859 respectively. (See Appendix D12 and D13 for summaries of revenues and expenditures from the building and maintenance fund.)

The restricted purposes fund balances have increased steadily since 1977-78. A transfer of $2,000,000 to the building operations maintenance fund (restricted) was made in 1983-84, leaving a fund balance of $751,192 as of June 30, 1984.

Contractual Services Fund

The Contractual Services Fund originated in 1983-84 for the purpose of fulfilling contractual agreements with federal, state, and local governmental sources. The fund balance as of June 30, 1984 was $144,440.22. This fund includes revenues and costs for administering the San Diego-Hawaii Navy contract.

Working Cash Fund

The Working Cash Fund originated in 1982-83 with the issuance of a $3,000,000 working cash bond. This fund is used to account for the proceeds of working cash bonds. By making temporary transfers, the working cash fund is used as a source of working capital by other funds. Such transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of temporary low cash balances. The fund balance as of June 30, 1984 was $3,002,230.

CLC Foundation Fund

This is an independent fund for the purpose of promoting cultural and community development projects that would not be financed by the other eight existing funds. Revenue is obtained through donations by individuals and industries throughout the county. The foundation was created in 1974. Initial donations to the foundation have been combined with donations of $1,890 in 1981-82, $7,844 in 1982-83, and $6,619 in 1983-84 to sponsor events at the art gallery at the college for the past three years. Vigorous efforts are now being made to encourage local industries to pledge $1,000 per year for four years for membership to a golden honor roll club that will continue the purpose of the foundation. Response to this membership drive has been very positive thus far. Abbott Laboratories recently donated $5,000 and American Hospital Supply Corporation donated $2500 to be used in the development of a new project, the "Partnership Center for Excellence in Education," which is to be funded by the CLC Foundation.

Structure/Responsibility

CLC's Financial Administration is structured to delegate duties to its departments. The Dean of Business Services and Finance supervises the Director of Business Services, the Director of Bookstore, payroll personnel and cashiers. The Director of Business Services supervises the Purchasing Agent, an Accountant, Accounts Payable personnel, Accounts Receivable personnel, and Shipping/Receiving personnel. The Director of Bookstores supervises all bookstore personnel. Job descriptions and delegated duties are detailed in the Charters of Responsibility for each position.

Staff meetings are conducted on a weekly basis to update procedures, discuss areas of concern, and to keep each other informed of the week's happenings. If procedures are to be changed, all staff who may be affected by the changes are informed, and their input is welcome. Procedures in the financial structure are in-house rules and can be changed with the structure, but may require consultation with other department heads (e.g., Data Center, Vice-President of Administrative Affairs, etc.).

The effectiveness of the Financial Structure is dependent upon communication and cooperation of the departments within, and is greatly affected by the cooperation of all other areas of the institution.

Conclusions

The college is in a good, stable financial position at the present time because of strategic planning and skillful financial management. However, this past year the college has experienced a decline in enrollment which may be due to an improved economy, maturation of the baby boom generation and changing community needs. Based on these trends, manpower, expenditures and revenue must be closely monitored. Some possible strategies which the college may need to consider if enrollments continue to drop are discussed in the chapter on future directions.

Recent state legislation will mandate the annexation of non-district communities into community college districts by 1990. This change would bring the Lake Forest High School district community into CLC's district. This could extend the assessed value and, based on current rates, could yield an additional 12%.

To continue to operate at the college's current level of expenditures as compared to its current level of revenue would not put us in the position to serve our students in an efficient way. Changes must take place now or in the near future. CLC has always had the ability to innovate, adapt and evolve ways to meet its students' new and present needs. Effective management of a continuous and strategic planning process to maintain the current level of quality programs enables the college to serve both the present students and the students of the future.

PHYSICAL RESOURCES

The college is centrally located in its district and is easily accessible by well-maintained roads, except for access problems from the extreme southwest portion of the district. Traffic signals have been installed on Route 45 and Washington Street to facilitate the flow of traffic during peak attendance times. The Regional Transit Authority (RTA) provides bus service from many parts of the county. The college has established off-campus facilities and offers extension classes at county high schools to provide local access to its services.

Permanent Facilities: Existing

The existing permanent facilities on the main campus consist of two modules (A and B), a learning resource center (LRC), a physical education center, a facility for ornamental horticulture, and the surrounding grounds. Of these, only modules A and B had been completed at the 1978 NCA site visit.

Modules A and B provide about 240,000 sq. ft. of space. They house classrooms, laboratories, administrative and faculty offices, some student life facilities, some support services and counseling. Areas within the modules are remodeled as the need and funds arise. Classrooms and laboratories are heavily used during the morning and evening hours. Facilities in these modules are: specialized laboratories for chemistry, physics, medical laboratory technology, radiology, dental assisting, electronics, drafting, office systems technology, micro-computing and data processing; two large lecture halls with rear screen projection; special use areas; support services areas; student life areas; and administrative and faculty offices.

Since the last North Central Evaluation in 1978, several new buildings have been constructed on campus, making room for expansion and improvement of programs and services. Modifications and improvements of existing buildings have further enhanced some programs and made possible the addition of new advanced technical offerings.

The new buildings consist of the Learning Resource Center, Gymnasium and Ornamental Horticulture facility. The modified buildings include Building 13, The Child Care Center; the Commons for the new food service; Building Seven for the Fitness Center; Building Six for Nursing; Building Two for Technologies and Building Four for the CAD/CAM program. Finally, improvements have been made throughout the facilities to accommodate the handicapped or disabled with access ramps, modified washrooms, electric doors, and handicapped parking.

Learning Resource Center

The Learning Resource Center, opened in 1980, contains about 100,000 sq. ft. of space. It houses the library, micro-computer lab, the Learning Assistance Center, audio-visual services, production facilities, art room (ceramics), Community Gallery of Art, conference rooms, a television studio, photographic dark rooms, and an atrium.

Library

The college is proud of both its library collection and its services. The main consideration in evaluating the collection is its relevance to the educational mission of the college, and to the college curriculum. Materials are selected by librarians and faculty members. Faculty members are notified of audio-visual materials available for preview before purchase. The vast improvement in facilities and the growth of collection and services since the new library was completed made 1980-1981 the most reasonable starting point for an evaluation.

Budget support for the purchase of materials has been excellent. The materials count through the summer of 1984 show a total book collection of 109,157 volumes—a fairly steady growth over ten years from the 48,099 volumes of 1974. Periodical subscriptions have remained between 400 and 500 throughout most of the college's existence. Circulation of materials has risen steadily, except for a dip in 1983-84 (possibly corresponding to a dip in FTE and head count enrollment). (See Table 3.4)

Table 3.4 Circulation of Books and Materials 1980-84

Year	Total Materials Circulation	Book Circulation
1983-84	109,372	52,335
1982-83	121,817	57,702
1981-82	116,894*	58,770
1980-81	107,775*	57,941

*includes some estimated figures

Use of the library facilities can be measured in two ways, circulation figures and entries into the LRC. Thousands of students and community members enter the building to study, to read current magazines, to listen to a phonograph record, view a film, or see the latest exhibit in the Community Gallery of Art. In addition, testing and tutoring through the LAC, and use of the microcomputers, bring many people into the LRC. Total entry numbers for the new facility are as follows:

1983/84	330,124 entries
1982/83	354,326 entries
1981/82	336,326 entries

The vast increase in usage over the old library facility—the highest number of entries was 127,426 in 1977/78—reflects the convenient, comfortable, spacious surroundings of the new LRC. The new library building offers far more services than the old one. The importance of having such a superb facility cannot be underestimated. The Learning Resource Center says "quality education" better than words.

Some concerns have been raised about the potentially destructive effects of humidity on library materials, especially on microforms and motion pictures. Solutions are being sought in an examination of the venting system and mechanical functions.

Physical Education Center

The Physical Education Center has about 34,000 sq. ft. of space. It houses a gymnasium (about 23,000 sq. ft.) that is used for intercollegiate athletics, physical education classes, intramurals, student open use and public open use. It also houses classrooms, locker rooms, offices, a free weight room and a fitness center, containing 12 progressive resistance exercise machines.

Ornamental Horticulture Facility

The horticulture building has about 10,000 sq. ft. of space. It contains greenhouses, a classroom, a laboratory, storage and offices. The area around the building is used for nursery and turf plots, annual and perennial beds. The large variety of trees and shrubs growing on the campus is used for plant identification classes.

Grounds

The main campus of the college consists of 230 acres. Land use at the college is quite varied. Planting of trees and flowers and the maturing of the landscaping have created an attractive campus environment. While parking lots are an important land use at any commuter college, the grounds at CLC also are used for classes, intramurals, intercollegiate athletics, physical fitness and conservation.

Parking: The parking lots on campus hold about 2500 cars.

Outdoor Laboratory Areas: Most of the eastern portion of the campus is devoted to a conservation area designed to preserve and restore native plants and animal communities. The Illinois Department of Conservation gave the college an award for its Prairie Project, which will be part of the "Illinois Acres of Wildlife" program. This area is used by local high schools, 4-H groups and college classes. A small arboretum also is located on the eastern portion of the campus. Willow Lake is located near the southern border of the campus. It is used by biology, botany, ecology and art classes, as well as for fishing. An area just south of the lake is kept in a natural state as a biology preserve.

Outdoor Physical Education: Outdoor physical education space includes a baseball diamond, five tennis courts, two softball fields, a cross country course, a soccer field, outdoor basketball courts, and a fitness trail. Willow Lake can be used for fishing and canoeing as well as other instructional and intramural activities.

Permanent Facilities: Planned

The college broke ground in the summer of 1985 for a new sciences/student services wing (Module C) that will contain about 80,000 sq ft. of space. It will house entirely new facilities for biology (five labs, offices, classrooms, preparation area, storage, and greenhouse); counseling; student service offices; radio station; student newspaper; and medical records technology. Chemistry will have two new labs, a classroom, and increased preparation and storage space. The module will contain Biology/Health Sciences division offices, office of Vice-President of Educational Affairs, a faculty/staff dining room, seminar room, storage, shipping and receiving, maintenance offices, and a multi-use theater seating 450 people.

The North Campus consists of nine buildings:

Building One currently houses Health Services, Student Activities, Student Senate, college radio station, student commons area and one small classroom. Upon completion of the new module, this building will be renovated for other use.

Building Two has undergone a complete renovation since 1980. It now houses welding labs, material testing labs, refrigeration, heating and air-conditioning labs, as well as three classrooms and a conference room. Building Two imposes space limitations on the welding and refrigeration/air-conditioning programs, both of which would like to provide more equipment in their laboratory areas. The RAC program is presently utilizing additional lab space at the Area Vocational Center for its evening classes.

Building Three is used by the Biology program and includes four Biology laboratories, a preparation room, three classrooms, faculty offices, and a small micro-computer area. The space limitations of this building are being addressed by plans to house the biology program in new, modern facilities in the science wing of the module under construction.

Building Four is a 9,650 square foot building which houses the CAD/CAM Design Center, Medical Records Lab, Crime Lab, three classrooms, and twelve faculty offices for instructors in Biology, Nursing, Medical Records Technology, and CAD/CAM Design. A portion of Building Four was remodeled to accommodate The College of Lake County CAD/CAM Design Center which represents one of the largest and most advanced 16 bit graphics processor in use in industry today. The college has developed a high technology design center consisting of six (6), high-resolution raster scan, design terminals. The Designer V, mainframe unit supports a variety of applications including architectural, mechanical design, electrical schematic printed circuit design, as well as plant layout, mapping and tool path generation for computerized numerical control applications and finite element modeling (FEM).

The present CAD Center (1,600 square feet) houses state-of-the-art equipment which has been largely donated and some 10% value purchased with a total estimated value of over 2.5 million dollars. The CAD Center will double or triple in size over the next two years with the addition of a CIM "Computer Integrated Manufacturing" area that will turn into an automated manufacturing facility. This facility will have CNC Machine Tools, Robots, Quality Control Equipment and a Robotized Cart for product handling. The cost of this equipment, which may well exceed another one million dollars, will be covered principally by donations from major manufacturers and State and Federal grants. The CIM Facility, called the Automated Industrial Center, will be located in the Lake County Area Vocational Facility which adjoins the college property, and the present CAD Center will be moved there from Building Four.

Building Five is a 9,650 square foot building which houses the Performing Arts instructional programs. There is one large classroom with a movable divider for music instruction, a music laboratory, seven sound-proof practice rooms, a 2,230 square foot theatre, a workshop for building props, a costume sewing and storage room, and faculty offices for Performing Arts instructors. There are also two storage rooms which are used for maintenance and custodial supplies. Seating capacity in the theatre is limited. Plans to enhance the theatre program include remodeling the current theatre to increase seating capacity, as well as the construction of a multi-use area in the new module which will seat 450 people, and will be used for informal student gatherings, concerts and other presentations. Long range plans include the construction of a new Performing Arts Center. The Board of Trustees has announced plans to seek capital funds for this project.

Building Six is a 9,650 square foot facility which is used by the Nursing program. The facility consists of three nursing laboratories, one storage room for nursing, one office, one classroom, two general storage rooms, one audio visual storage room, and a study room. This recently renovated area provides a good educational facility for the nursing program.

Building Nine is a 2,000 square foot building which houses the college's student newspaper (The Chronicle). This portable classroom building has been divided into offices and work areas for the staff of the newspaper. There are no washroom facilities within the building so occupants must leave the building to use washroom facilities in surrounding buildings. Cramped offices and work areas for the student newspaper will be replaced by larger quarters in the new module. The present facility will probably be removed.

Building Ten (Annex), a 4,500 square foot facility, is actually an annex to Building One. The building is portable in nature and at the present time is largely unoccupied. The facility houses a large conference center, a faculty-staff lounge, and nine offices, one of which is occupied on a part-time basis by Job Training Partnership Act.

Building Twelve is a 13,500 square foot facility which houses the Auto-Mechanics program and the Grounds Department. The facility consists of a large auto mechanics shop with three hydraulic hoists, a garage area which is used as a shop and base of operations for the Grounds Department, two classrooms for auto-mechanics instruction, an auto mechanics tool room, a storage room for auto mechanics and custodial supplies, and one office which is used by the auto mechanics instructional staff. The auto-mechanics program needs more space to upgrade current programs, to add auto body and painting facilities, and to provide office space for the instructional staff. In addition, the Grounds Department does not have sufficient space to keep all of its equipment inside the building. There is a 4,500 square foot pole building which is currently used as a storage facility for the Building Services Departments.

Building Thirteen (Child Care Center) is a 1,960 square foot building which consists of two playroom/classrooms, one storage room for supplies, one office which is occupied by the Child Care staff, and a washroom facility. There is a large fenced play area directly behind the building which is used extensively during periods of good weather. This area, containing playground equipment and bicycle paths, is directly accessible from the building. In this facility, the College of Lake County operates a fully licensed on-campus child care center. The indoor child care facility is of good quality and meets all standards of the Illinois Department of Children and Family Services. The outdoor play area provides a safe place for the children to play.

The Child Care Center has a capacity of 40 children. Each child must be toilet trained and a record of physical examination must be on file with the Center before a child can be admitted for care. The Center adheres to the regulations set forth by the Illinois Department of Children and Family Services. The Center operates between the hours of 8:00 a.m. and 4:00 p.m. on Monday through Friday. Expansion to evening hours is under discussion, and a recent pilot program began in February 1985 to care for school age children (ages 5-10) on days when elementary school holidays conflict with parents' school schedules.

The addition of the child care facility on campus has been a major improvement. Previously the Center was housed off campus. The Center currently satisfies the child-care needs of the college community and is an important service for our older students.

Extension Sites

The college recognizes its commitment to serve the people of District 532 by providing viable off-campus facilities and educational experiences. For over a decade, extension site courses have been held in the Waukegan area. In 1981, a large building was purchased and renovated to house a major outreach center, the Lakeshore Educational Center (LSEC) in Waukegan, Illinois. LSEC was designed to serve the needs of under-educated adults and non-native speakers. Over the years the center has expanded its offerings to include career and academic transfer courses.

In 1985, the Illinois Board of Higher Education approved the establishment of a branch campus at LSEC. The purpose of the change is to improve educational opportunities for Lake County residents, particularly the disadvantaged and minority populations of northeast Lake County, who might otherwise find it difficult to take advantage of CLC offerings to complete degree program requirements. By offering full programs in high demand curriculum areas supported by a full range of student services, the college will make education and skill upgrading more accessible and degree completion more feasible for students who must attend on a part-time basis.

The physical facility for LSEC is composed of a three story building (20,000 square feet) in downtown Waukegan with ten classrooms, two laboratories, six faculty/staff offices, a student

lounge area, two offices for LAC activities, and one general clerical area. Plans are underway to add an office systems technology lab.

The LSEC staff includes an administrator, an assistant and a special projects coordinator who oversee a wide variety of academic, basic skills, adult education, continuing education and community services programs, as well as support services including academic counseling, student activities, financial aid counseling, tutoring, and individualized instruction through modules and telecourses.

The College of Lake County rents space in downtown Highland Park for the Southlake Educational Center. This facility includes offices and a seminar room. The Center has an active Women's Re-Entry Program which allows women to gain educational competence and work experience in their career areas. The Southlake Educational Center offers a wide variety of services to the community and enhances the college's ability to serve residents in the southern portion of District 532.

In addition to the Lakeshore Educational Center in Waukegan and the Southlake Educational Center in Highland Park, other outreach facilities include evening use of the Area Vocational Center, and extension sites at 11 area high schools, 32 private businesses, Fort Sheridan and Great Lakes Naval Training School.

SUMMARY

Although the college has made a significant investment in facility improvements, there remain shortages of space and other needs. The new module will be completed in 1986. The subcommittee for physical resources suggested that with the completion of this facility and its reallocation of space, a new comprehensive master plan should be drawn. Such a plan can address space allocations for areas with inadequate space such as Welding, Refrigeration and Air Conditioning, Auto-Mechanics and Grounds. Special attention should be given to finding a central location for Health Services. The locker rooms and showers in Building Seven should be improved, the parking lots and sidewalks should be resurfaced, and the signage on and around campus should be increased.

Most of the problems of space shortage in the bookstore, classrooms, biology laboratories, faculty and administrative offices and food service will be alleviated with the construction of the new science/student service module. The new facilities for biology, counseling, student activities offices and medical record technology, shipping and receiving, maintenance offices, a multi-use theatre and other areas for informal student gatherings will greatly enhance the physical environment of the college.

EDUCATIONAL PROGRAMS AND CURRICULUM

There are four types of educational programs at College of Lake County: transfer, career, developmental education and adult/continuing education. Degree and certificate programs are provided under six academic divisions: Biological and Health Sciences; Business; Communication Arts, Humanities and Fine Arts; Engineering, Mathematics and Physical Science; Health, Physical Education, Intramurals, Recreation and Athletics; and Social Science. These divisional structures include courses and programs in a variety of related disciplines, offering both transfer degrees (Associate of Arts and Associate of Science) and career programs (consisting of Associate of Applied Science degrees and Certificates) as well as basic skills courses in reading, writing, and mathematics.

To expand the number and type of career programs offered within College of Lake County's district, several joint educational agreements allow students to attend programs not offered at CLC through other institutions at greatly reduced costs.

In addition to the basic skills courses, transfer and career programs offered through the academic divisions, the college offers a variety of adult and continuing education courses and programs through Open Campus including G.E.D., English as a second language, adult basic education, Business Industrial Institute, personal development, continuing career education in nursing/allied health and others. The Center for Economic Development offers short courses, workshops and seminars, both on-campus and in-plant, to meet continuing education needs of business and industry. Through the Cooperative Education Program, students gain valuable educational experience, learning on-the-job skills which can help them to focus their career direction and apply classroom knowledge to real life situations.

Since the last reaccreditation in 1978, new programs and courses have been developed in technical communications, computer science, word processing, computer aided design, computer aided manufacturing, automotive technology, horticulture and numerous others. Programs in Fluid Power, Electrical Technology and Fashion Merchandising, have been phased out. A new degree program in Software Technology and a new certificate program in Microcomputers for Business were approved by the Board.

INSTITUTIONAL SERVICES

The college has many special services available to support students and the mission of the institution. These include the services offered through the learning resource center, such as library and audio-visual services, testing and tutorial programs, micro-computer lab, and the community gallery of art; food service, and bookstore; as well as the many services offered through student services, such as admissions and records, counseling, financial aid, physical education and recreation, health services, special services for the handicapped, and student activities.

Since the last reaccreditation, the Learning Resource Center and its facilities have been vastly improved. The library's collection of over 100,000 books, 500 periodical subscriptions and audio-visual materials for the student's use, as well as the various services available including on-line computer searching, interlibrary loan, alternative instructional delivery systems, and media and equipment services all contribute to this improvement.

Library and Audio-Visual Services

In terms of automation, the library and audio-visual departments have made great strides over the last three years. On-line database searching—a terminal connection used to access over 180 major information collections—is now a normal part of reference service. Through that same terminal, interlibrary loans can be placed with local clearinghouses. In addition, CLC has access to ALANET, an electronic mail-system which is in a beginning stage through the North Suburban Library System.

Technical services has an OCLC terminal connection which provides cataloging data and prepares machine-readable records for the eventual conversion to an on-line card catalog. Technical processing now uses the micro-computer for acquisitions. Micro-computers give the librarians vastly improved resources for service and productivity. In the audio-visual department software has been acquired for an on-line equipment and media scheduling and inventory system. The same computer has been used to enter data on the jazz collection donated to CLC, and will produce an index to the jazz collection.

Audio-visual services fall into three main areas: media, equipment, and production services. Media services provide filmstrips, films, videocassettes, slides, tapes, phonograph records, computer software, games, kits, and other media forms to LRC users. Equipment is delivered to the classroom and maintained by media center staff. Production services range from simple dry mounting to slide making to full video productions.

Audio-visual services acquired a satellite receiving dish in 1984 to expand the range of programs available to the college. This antenna will allow taping of foreign language materials for instructional use, licensed television programming from communications satellites, and medical education broadcasts over Armed Forces Television. The 16 foot dish, located just south of the LRC, enables the college to participate in interactive and closed-end teleconferences.

Learning Assistance Center

The Learning Assistance Center (LAC), a division of the Learning Resource Center, was restructured in 1980 to provide more effective academic support to students at CLC. The services available in this area are testing, the basic skills program, tutoring and instructional support to telecourses. The LAC also provides accommodation for disabled students in the classroom.

One of the primary academic needs of CLC students is the opportunity to acquire the basic skills in reading, writing, and mathematics. The college's basic skills mission was redefined and articulated as a response to the President's position paper on basic skills issues in 1979. The recommendations made by a task force on basic skills have served as the foundation of the basic skills program. In 1982, the Vice-President of Educational Affairs established a Basic Skills Council to develop further recommendations on policy and procedures concerning basic skills and to coordinate related activities across the divisions. This group addressed concerns on implementing mandatory assessment, placement and on establishing basic skills competencies.

The Director of the LAC is responsible for coordination of the decentralized basic skills functions of the college. To implement the new admissions policy, the Director works closely with the Directors of Counseling and Admissions and the divisional Associate Deans on design of computer support for the three new admission categories, review and rewriting of all schedule and catalog materials, the selection and training of skills enhancement advisors for the academically deficient students, and establishment of an appeal process for students challenging the mandatory placement.

Another service the LAC provides is instructional support for telecourses, including orientation sessions, telephoning and sending letters to students, monitoring enrollments and communicating with telecourse students and faculty. In the Fall semester 1984, the LAC developed a report on telecourses and produced a manual for all telecourse instructors which includes samples of letters sent to students, course syllabi and helpful tips to improve completion by students. Telecourses are marketed to students who are unable to take part in or are uninterested in traditionally delivered education.

As faculty consider new textbooks for adoption, their requests are channeled to the LAC for text readability assessments. The LAC uses a readability formula with several other factors which make a text readable. These analyses help faculty select textbooks most appropriate for their students without sacrificing content.

Required enrollment in developmental courses will bring to attention another crucial issue—exit competencies for developmental courses. Faculty teaching college credit classes expect students who have completed basic skills classes to be able to read and write at the college level. Formal establishment of the competencies within English 105 and 107, and effective standards to measure these skills, will need to be addressed. Longitudinal research will be needed to monitor these students as they proceed through their college classes.

Micro-Computers

The micro-computer lab, which currently is equipped with 16 IBM-PC's, 18 TRS-80's, and 12 Apple II's, provides students and staff with opportunities and facilities to practice computing, programming, and word processing skills on the micro-computer. The college

considers computer literacy to be an important part of academic preparation. Thus, the college has purchased over the past seven years over 145 micro-computers for academic computing. College faculty and staff have been encouraged to take advantage of computer literacy and computer applications courses such as word processing, spread sheets, database management systems, and evaluating software for classroom use, offered through the Professional Growth Center. Further, the college supports purchase of hardware and software by academic divisions; each division has received a micro-computer for faculty development, and one for administrative use. We are currently moving to increase communication between all areas of the college through increased access to terminals in administrative offices. The use of computing at CLC has dramatically increased since 1978, and the college considers its progress in this direction to be significant.

Art Gallery

The Community Gallery of Art at the College of Lake County is sponsored by the CLC Foundation. Housed in the college's Learning Resource Center, it promotes education in the fine arts for the people of Lake County. Its central focus is the recognition and development of Lake County art and artists. This recognition takes the form of a year-round schedule of one person and group exhibits and recitals open to the public, and the purchase of work by local artists for the college's permanent collection. The Gallery also periodically presents exhibits from the broader world of art, thereby complementing the Lake County works and enhancing the identity of the Gallery.

Education and excellence are the shared goals of the college and the Community Gallery of Art. Through the Gallery, an opportunity is provided for all of Lake County to widen its exposure to art. The visitor can find art forms he/she already enjoys, as well as be challenged to accept and appreciate new forms. Artists present demonstrations and explain the techniques behind their work. These workshops and lectures are presented to the general public and the students at no cost. Sale shows, juried shows, recitals, poetry readings, and traveling exhibits are all held in the Gallery.

Food Services

Food service is another area that has been greatly enhanced. In 1983 the college contracted with Canteen Corporation to provide a food service operation called Gulliver's, located on the lower level of the main building and occupying 1,521 square feet. Gulliver's is a deli-type operation, offering sandwiches, soups and salads. Gulliver's also meets the catering needs of the college by providing deli trays, salad bar setups, soups, coffee and rolls, etc., for meetings and other special functions. Gulliver's is open between the hours of 7:30 a.m. and 8:30 p.m., Monday through Friday throughout the semester. The student and staff acceptance and support has been overwhelming. The availability of nutritional meals in a convenient location has improved the quality of institutional life at the college.

Bookstore

The College Bookstore provides books and materials necessary to support the instructional program and provides those auxiliary supplies necessary for students to pursue their academic studies and other activities. Hours of operation are 8:00 a.m.-4:00 p.m., Monday through Friday; 5:00-8:30 p.m., Monday through Thursday. Extended hours are provided the first two weeks of each semester.

The Bookstore is a 5,275 square foot facility with the following breakdown for use of space: Sales area - 4,490 square feet; Office - 170 square feet; Storage Room - 615 square feet.

The Bookstore has reasonably adequate space and equipment to serve the central campus. Books and materials are delivered to the extension sites when there is sufficient demand. However, with the expansion of instructional programs, the Bookstore shelving and display area is becoming less adquate and will need expansion. This need is especially evident during the first week of each semester when there is a very heavy volume of traffic within the Bookstore. During these periods, books that cannot be stacked on shelves due to space restrictions are stacked on the floor throughout the Bookstore. The growing space problem is being addressed at this time. Plans to relocate the Bookstore will be implemented once the new module is completed.

Student Services

The staff of the Admission and Records Office consists of the Director, Assistant Director, Office Supervisor, two Credential Analysts and four Clerks. The office also employs several part-time temporary staff throughout the year to assist in completing a variety of tasks. The Admission and Records Office performs essential student admission functions, organizes an efficient registration process, and maintains student records. The office assists with student recruitment activities and has developed an automated prospective student record system which will play a role in the enrollment management program.

The Counseling Center consists of the Director, ten counselors, one office secretary, one clerk-steno, one clerk-typist, three counselor aides and three student workers. The office employs additional part-time staff to assist with special projects. The Counseling Center has also been a setting for many Counselor Interns over the years. The Counseling staff works with new or prospective students who have basic skill development needs, undecided students, transferring students, students who need career planning, and students who have personal concerns.

Counselors act as liaisons between the community college and area high schools and between the community college and four-year colleges and universities. They are responsible for organizing career fair and college night activities and conduct orientation sessions for new students. With the revised admission policies and the increased emphasis on orientation for new students, one concern

identified by the counseling staff is that priority be given to space allocation for orientation and information sessions.

Counselors are flexible and willing to get involved with new concerns and projects, and that willingness sometimes causes their efforts to be too greatly distributed. Attempts must be made to keep close to basics and efficiently use counselor time.

The Financial Aid staff consists of the Director, Assistant Director, Assistant, Office Supervisor, Veterans Information Secretary and two Clerks. The office also employs from two to five student workers on a part-time basis.

The Financial Aid Office operates an effective packaging and awarding system, makes application for federal and state funds, and maintains student records in compliance with federal and state regulations. The office provides financial aid counseling, and authorizes payment for students using financial aid resources. The office also provides assistance in third party billings (agencies and organizations that pay for students' tuition and fees) in collaboration with the Business Office.

Due to the complexity of financial aid and the need for confidentiality, current physical resources and clerical position job descriptions should be reviewed and revised, if necessary, to achieve quality service for the students. In addition, financial aid functions and procedures would be enhanced with additional computer support systems (e.g., automatic awarding of aid based on financial need and enrollment status).

The Health, Physical Education, Recreation, Intramurals and Athletics division (HPERIA) is headed by an Associate Dean. The staff includes three full-time faculty, two full-time classified workers, ten to twelve part-time faculty, eight to ten part-time coaches, and up to thirty work-study students.

In 1979, the college consolidated athletics, intramural and recreational programs with physical education and formed the HPERIA Division. This organizational structure has allowed a greater coordination of resources among these operational units and has provided a greater sense of identity for the unit within the college community. In 1981 the Physical Education Center was opened and in 1984 the college's Fitness Center was added to the facilities. Each addition has provided more diverse educational and recreational activities for students. In 1984, the division was reorganized and placed under jurisdiction of the Dean of Student Services.

Recreational and Intramural activities are available to students on a regular and continued basis. Tournaments, leagues, special events and other regularly scheduled activities are the components of this phase of the HPERIA operation. Programs and activites are added when student interest indicates that such a need exists.

The college is a member of the Skyway Conference and the National Junior College Athletic Association (NJCAA) and participates in

interscholastic competition in eleven sports. Men's teams compete in cross country, golf, basketball, wrestling, baseball and tennis; women's teams in softball, basketball, volleyball, tennis and cross country. In addition, CLC will field a men's soccer team for the first time in the fall of 1985. Since 1980, the college has won more than 30 Skyway Conference team championships; has won four Region IV Championships in golf, one Region IV Championship in baseball and was regional runner-up in women's basketball (1980) and softball (1983). The college has qualified several athletes to compete in NCJAA National Tournaments in golf, cross-country and wrestling and has won the Skyway Conference All Sports Award nine of the last ten years. The All Sports Award represents all around excellence in all sports sponsored by the Skyway Community College Conference.

The Student Activities Office of the College of Lake County sponsors co-curricular and extra-curricular activities designed to meet the educational needs and interests of students beyond the formal classroom. Through programs and services funded by the Student Activity Fee, the office strives to provide students and members of the community with appropriate opportunities for involvement. The Student Activities Office consists of a Director, two full-time clerical staff and part-time and work-study emplyees who carry out the functions of the office. Clubs and organization functions are also coordinated through the Activities Office.

Student participation on boards, committees, commissions, clubs, and in managerial positions affords the opportunity to develop skills of leadership, decision-making and cooperation. In short, the Activities Office helps to educate the "whole person" through an organization of services and programs, which catalyzes a process of sharing ideas and experiences among individuals. Student Activities is subdivided into nine areas in order to carry out its mission.

Student Government at the College of Lake County exists in the form of a Student Senate. The authority and responsibility of the Senate is derived from the policies and statutes of the Board of Trustees. The Senate consists of an elected executive branch which includes a president, vice president, and treasurer; and an elected legislative branch of eleven senators. The Director of Activities serves as an advisor to the Senate. The Senate works to represent the student body in three basic ways.

1. It expresses student opinion regarding college policies. In addition to announcements and resoluations the Senate might adopt, the president of the Senate appoints students to college commissions and ad hoc committees that deal with institutional policy.

2. It allocates student activities funds to provide for a variety of educational and social opportunities for students. Such allocations occur only after the treasurer and the budget committee hold budget hearings and the Senate as a whole approves their recommendation.

3. It promotes better communication and understanding among the student body, the faculty, and the administration.

The Program Board exists under the auspices of the Student Senate to provide entertainment, speakers, cultural programs, films and special events. The Program Board consists of three paid interns who select, plan and promote the Program Board offerings in cooperation with the Director of Activities, and sponsors a wide variety of programs and activities such as: film society, performing arts series, speakers, concerts, and popular entertainment.

The student newspaper, The Chronicle, is a viable communications tool published weekly during the academic year providing students and staff with news of events regarding campus life and community affairs that relate to the college or which have special interest to students as identified by the student editor and student staff. A faculty member advises the student staff.

Student clubs are originated by students and provide an opportunity for persons with like interest to explore common social, political, relgious, professional, cultural, recreational and intellectual pursuits. Student clubs are governed by bylaws approved by the Student Senate and implemented by the Director of Student Activities. Student clubs provide a number of services to the campus and community via their activities. In 1983-84 clubs presented 103 programs and held 251 meetings, involving 6115 participants. Current active clubs include:

Auto Club
Associate Degree Student Nurses Club
Glass Dictionary, Communication Arts Club
Micro-Computer Club
Radiologic Technology Club
Refrigeration and Air-Conditioning Club
Stained Glass Guild
Student Angels of Mercy
SPARCS (Special Persons Advocacy/Referral College Services)
Medical Record Technology Club
Medical Lab Technicians
Phi Theta Kappa
Campus Crusade for Christ
Black Student Union
Hearing Aides
Lakeshore Center Student Association
International Student Club
Environmental Conservation Organization
Peer Power
Weight Watchers
CLC Child Care Center Parents' Club
Aikido
Chess
Fencing
Games
Hockey

COLLEGE SENATE MINUTES (Synopsis) - AUGUST 1980 - MAY 1981 - TONY

Students operate a campus radio station, WCLC, which provides students an opportunity to experiment with the management of a radio station. Students experience decision-making and problem-solving skills as well as learning the technical aspects of selling ads, accounting, and operating radio equipment.

The Child Care Center is for children ages 3-5 whose parents are enrolled as students at the College of Lake County. The program provides both structured and unstructured activities for the children at their rate of development. The Center is located on the campus.

The student literary magazine, Willow Review, provides an opportunity for students, staff, and area residents to see their work in print. The magazine is an annual publication and accepts poems, short stories, one-act plays, and black and white photographs and drawings. Students select the materials for publication and design the magazine.

The Activities Office maintains a file of all alumni. While an Alumni Board has not proved to be functional, several reunions have been held (theater, Associate Degree Nurses, basketball) and plans are under way for a reunion of law enforcement students in 1985-86. Alumni indicate that they want to be kept informed about college programs and functions via CLC Magazine and selected mailings. Future efforts will focus on identifying alumni who are interested in assisting with the enrollment management efforts of the college. When sufficient interest develops, consideration will be given to creating an Alumni Board in the traditional sense.

Through the Activities Office the college maintains an unique partnership with the Northern Illinois Council on Alcoholism (NICA) in providing students, staff and members of their immediate families with information and educational opportunities regarding substance abuse. The college provides office space and clerical support; the activity fee assists in funding the efforts of the Alcohol Education Referral Office and the remainder is funded by the Northern Illinois Council on Alcoholism. A Prevention Specialist maintains office hours at the college one day a week and is on call as needed. Workshops, seminars, awareness sessions, brochures and films have been presented to provide information regarding substance abuse.

The College of Lake County Health Services provides health promotion and services including physical assessments of health problems, primary care for illnesses and injuries, and referrals to community physicians, dentists, clinics and other agencies. Health Services, staffed by a registered nurse, are available from 8 a.m. to 10 p.m. Monday through Thursday and from 8 a.m. to 4:30 p.m. on Fridays. Its current base is in Building One of the interim facilities where there are two offices: a reception office and an examination office. There is also an examination office in room A152 of the permanent facility. The combined area of the three offices is 500 square feet. The physical space for Health Services is adequate; however, there are plans for relocation to the permanent facility within three years. This will result in increased space, greater access, and a better overall operation.

Health Services provides a good and competent level of service to the college, and with planned changes to the present facilities should continue to do so. Educating the ever-changing campus population regarding individual responsibility for health and wellness through lifestyle choices and self-care is a constant objective of the Health Services.

CONCLUSION

The many educational programs and institutional services described above contribute to the strength of the college and its ability to effectively carry out its mission. The number of activities and cultural events available to students, staff and community has increased dramatically. Activities and events are sponsored by many different groups, including student activities, Open Campus, CLC Foundation, Professional Growth Center, and academic divisions.

In conclusion, the subcommittees have determined that the college resources are adequate and effectively organized. The strengths and areas for improvement have been identified, along with recommendations for improving the overall performance of the college.

SELF STUDY

COLLEGE OF LAKE COUNTY IS
ACCOMPLISHING ITS PURPOSES.

1985
COLLEGE OF LAKE COUNTY

CHAPTER FOUR CRITERION III: ACCOMPLISHMENTS

As a comprehensive community college, the College of Lake County has established four fundamental purposes:

1. to provide high quality general education in the liberal arts and sciences;

2. to provide career education commensurate with student occupational needs and opportunities;

3. to provide students with opportunities for continuing education and development of basic skills; and

4. to participate in and provide leadership for the cultural, aesthetic, intellectual, civic, and economic life of the community it serves.

These purposes are explained at length in the mission statement of the College of Lake County. To evaluate the effectiveness of its work, the college monitors several elements of college life. Two of these are the type and number of programs being conducted and the outcomes of these programs.

This chapter will establish the degree to which the college is accomplishing its purposes by assessing the quality of four areas: the quality of student achievement, the quality of administrative and educational services, the quality of institutional life, and the quality of its contribution to outside communities. The chapter will examine both the programs being conducted to accomplish the basic purposes and the outcomes of those programs.

QUALITY OF STUDENT ACHIEVEMENT

One can best understand the achievement of College of Lake County students when one understands the type of student the college serves. The typical student at the college attends classes part-time, works an outside job to finance college expenses, and is "older" than the standard eighteen year old high school graduate (75% of the student population is 21 years of age or more). Because so many of these students are returning to school after a period of years, their confidence may be low, but their motivation is quite high. For many of these, the college opens doors to new ideas and provides cultural exposure previously missing from their lives. Awareness of these students' backgrounds can increase one's understanding of the student body, the programs that serve them, and the outcomes that indicate the extent of their achievement.

Transfer Student Achievement

Providing the student whose goal is to transfer to a four-year college or university with the skills, knowledge, and values inherent in a solid general education is one of the primary purposes of the College of Lake County. The measures that the college uses, graduate follow-up studies and community surveys, indicate that the college is

fulfilling this purpose. For example, a 1984 survey of Lake County residents by the Gallup Organization indicated that the community has a strong perception of the college as a source for both career and transfer education. In fact, 68% of those polled believe that the college is accomplishing both educational purposes. More importantly for an evaluation of transfer education at CLC, 65% of those polled indicated that the college does a good to excellent job of preparing students to transfer. Among current and former students, 75% believe they were well prepared to transfer.

This high level of recognition and praise for the college's transfer program by Lake County residents and students is substantiated by data provided by the universities. These studies reveal that in almost all instances, CLC transfer students maintained higher grade point averages than did native students at four-year institutions. The studies also reveal that the College of Lake County transfer students compared favorably with transfer students from other community colleges. (See Table 4.1 for complete data on transfer students.)

TABLE 4.1 DATA ON CLC TRANSFER STUDENTS AT SELECTED STATE UNIVERSITIES

Institution	Group	Term	# of CLC Transfers	Grade Pt. Avg. at Sr. Inst.		
				CLC Trans.	Comm. Col. Trans.	Native Students
U. of I.* Urbana	Fall 82	Fall 84	29	4.40	4.28	3.98
	Fall 83	Fall 84	33	4.16	3.96	4.10
	Fall 84	Fall 84	29	3.70	3.67	3.98
S.I.U. Carbondale	All	1983-84	218	2.73	2.71	2.55
U. of I. Chicago	Fall 82	Fall 82	24	3.86	3.84	3.64
	Fall 82	Winter 82	19	3.77	3.87	3.65
	Fall 82	Spring 83	16	3.75	3.90	3.67
IL. State	All	Spr. 83	95	2.53	2.68	2.70
Eastern IL.	All	Spring 84	63	2.87	2.71	2.81
	All	Fall 84	75	2.57	2.71	2.78
Western	All	Fall 84	61	2.68	2.62	2.54
N.I.U.	All	Spring 85	234	2.76	2.73	2.63

*five point grade scale
(All means all CLC transfers rather than a single class year.)

To evaluate the achievement of some of its students in special programs, the college has conducted follow-up studies on the academic progress of selected student groups. For example, in Fall 1984 Toby Ward, a college physics faculty member, identified 80 former CLC students who had completed the Pre-Engineering Curriculum between 1972 and 1984. Of the 34 responses, 25 ranked the quality of instruction received at CLC excellent while three more ranked it adequate.

Twenty-four students stated the pre-engineering curriculum at the College of Lake County did an excellent job of preparing them for subsequent education and employment; four students said the college did an adequate job in this area. In both instances, more than 80% of those responding believed that the College of Lake County had done a good job of preparing them for further engineering education.

Through the yearly Follow-up Survey of CLC graduates conducted by the Office of Institutional Research, the attitudes of transfer program graduates and career program graduates are evaluated. The survey for the fiscal year 1982 was sent to 299 graduates of the Transfer Programs (65% were returned). The graduates' responses are analyzed in four parts. The first analyzes the personal, social, and cultural development of Transfer Programs graduates. The second analyzes graduates' ratings of College of Lake County instruction and services. The third analyzes the graduates' employment and further education. The fourth presents graduates' responses to various open-ended survey questions.

The response of the graduates was overwhelmingly positive. With respect to meeting enrollment objectives, only five percent of the Transfer Program graduates reported they were unsuccessful in meeting their purpose for enrolling at CLC. Evaluation of personal and cultural development was positive. The only areas in which students felt CLC was not as helpful as desired was in community involvement and aesthetic appreciation. Students, however, overwhelmingly felt that the college aided in communication and critical thinking skills and the development of values and self-understanding. The responses to the quality of instruction and the availability of college services were also positive.

Through community surveys and graduate follow-up studies, the college has gained evidence that the education students received at the College of Lake County has prepared them well for further study. However, because of declining enrollment in transfer programs, the college is not satisfied to rest on past accomplishment. The college recognizes that the success of future graduates depends in part on having a student body with high academic standards. To this end, the college has taken aggressive action to modify both its graduation requirements and admissions policies, as explained below.

Graduation Requirements for Associate Transfer Program

The Liberal Education Task Force II, created in the fall of 1983 by the College Senate, made a number of recommendations concerning the distribution requirements for graduation from CLC's associate transfer program. These requirements, which were approved by the Board of Trustees in the fall of 1984, are an important step in revitalizing the college's general education offerings. The Task Force's recommendations addressed changes in distribution requirements in mathematics and science and also emphasized the integration of critical thinking, problem solving, communication skills, and computer awareness into the curriculum in order to ensure that associate transfer students acquire the knowledge and skills necessary to complete a degree at a four-year college or university. The new

graduation requirements for the associate transfer degree will apply to students entering the college in Fall 1985 and thereafter. (See 1985-86 College Catalog page 24.)

New Admission Requirements Effective Fall 1985

Many hours of research, discussion, and deliberation by the Basic Skills Council, numerous division faculty, and the College Senate have culminated in the approval of new admission requirements by the Board of Trustees. The new requirements are effective for Fall 1985 and appear on page 9 of the 1985-86 College Catalog.

The philosophy underlying these requirements is the expectation that all students will possess at the time of admission, or will acquire through appropriate study, the basic reading and writing skills necessary for success in the courses or programs they choose. To support this expectation, the new admission requirements mandate that all new students will be placed in one of three admission categories which will permit them to register for courses beneficial to them. A necessary corollary is that all courses will be identified by admission category codes which are related to the student admission categories. The Advisement Task Force and the Counseling Center are vitally concerned with implementing the new admission and graduation requirements.

Thus, the College of Lake County has modified its admission policy so that students who lack prerequisite basic skills in reading and writing will be required to enroll in skills enhancement classes. Further, the college has reviewed and redesigned its program of general education leading to the A.A. and A.S. degrees. Beginning in Fall 1985, both degrees will require more breadth in the humanities and social sciences, and more hours in mathematics and science. In addition, the course work for both degrees will be bound together by the principles of writing across the curriculum and critical thinking skills.

Moreover, the college has begun a program of actively recruiting and retaining high school seniors who are interested in the liberal arts. For example, the Office of Public Relations has developed a brochure on CLC Faculty Presentations designed to encourage area high schools to use CLC instructors as guest lecturers in their classes. In addition, the College's Theatre Department will stage a festival of high school one-act plays. Through efforts such as these, the college will bring high school students to campus or introduce them to CLC faculty. While the high school population is shrinking, the college intends to increase the numbers of high school seniors who will choose the College of Lake County out of recognition for its quality educational experiences.

Career Student Achievement

Community colleges have a unique opportunity to educate and train students for entry-level positions in commerce and industry. Without affordable, locally available career educational programs, many

students would be forced to spend their working lives in jobs which offer little opportunity for additional accomplishment. Without such programs, the local economy would also suffer because businesses need people who have the intellectual and job skills to succeed in today's quickly changing market place.

The need for trained and retrained workers is acute in Lake County where many traditional smokestack industries have closed their doors. In their place are a variety of industries with a demand for workers who have developed technical skills as well as the ability to think critically and to communicate clearly. Serving these workers and industries is a primary concern of the College of Lake County, which prides itself on staying abreast of technological change and maintaining state-of-the-art programs.

This philosophy has led the college to

- acquire over $2 million in CAD/CAM equipment and initiate a program that has acquired national recognition.
- acquire $30,000 of robotics equipment.
- begin the development of an automated industrial center.
- provide an IBM 4331 mainframe and 35 terminals for instructional data-processing.
- initiate a software development center.
- install word processing equipment and offer an extensive secretarial re-entry program.
- install over 145 micro-computers for student and staff use.
- encourage computer literacy and applications by offering short courses for faculty and staff.

As with transfer education, the college's efforts in career education have been recognized by its constituency. Sixty-five percent of the respondents to a recent Gallup Poll rate the college as good to excellent in preparing students for job entry or advancement. The percentage making this judgment jumps to 78% among Lake County residents who have taken courses at the college.

Other evaluations of the college's career programs come from accrediting agencies in specific fields. In Associate Degree Nursing, for example, one measure of student achievement and program success is the pass rate on the National Council Licensure Examination for Registered Nursing (NCLEX-RN). In July 1984, 71 of the 79 May 1984 ADN graduates who took the exam passed: a pass rate of 90 percent. In February 1985, 100% of the college's December 1984 ADN graduates passed the exam. Similar results are presented in the Illinois Department of Registration and Education's reports on the college's Practical Nursing Program. (See Table 4.2).

TABLE 4.2 NCLEX PASS RATES FOR CLC PRACTICAL NURSING PROGRAM

Year	Number	Number Passing	% Pass
1981	19	19	100
1982	28	27	97
1983	25	25	100
1984	24	24	100

In addition to nursing, the college has several other strong health career programs. The Medical Laboratory Technician and Radiography Programs, for example, were awarded the maximum periods of accreditation in October 1984 by the American Medical Association's Committee on Allied Health, Education and Accreditation. During the program reaccreditation process a need to update and expand some curriculum areas was identified for the strong and growing Medical Record Technician program. To insure adequate staffing and time for curriculum development in a rapidly changing field, a second full-time instructor has been employed for the MRT program beginning with the Fall, 1985 semester.

The judgments of outside accrediting agencies have been reinforced by the college's graduate follow-up studies. The Office of Institutional Research sent follow-up surveys to 440 of the 1982 career program graduates (64% were returned). Of these, only six percent reported that they were unsuccessful in meeting their purpose for enrolling at the college. These studies reveal that between 47% and 55% of career graduates in the years 1980 to 1982 were working prior to graduating from CLC; the remainder found jobs after graduating. In 1980, 1981, and 1982, an average of 87% of the college's career graduates found jobs that related to their college education. In the same time period, approximately 80% of the graduates reported that they were satisfied with their jobs.

The college's own program evaluation process reinforces the results of the Graduate Follow-up studies. One recently evaluated program, Law Enforcement, illustrates these institution-wide percentages. The Social Science Division's 1984 Program Evaluation of Law Enforcement reports that 97% of the program's graduates successfully met their enrollment objectives. Ninety percent felt this program was helpful in preparing them for a specific job, and 83% believed the program helped them obtain a job. Of the program graduates who transferred to senior institutions, 94% had the same or higher grade point average than they did at CLC. For those who went to work immediately after graduation, their employers rated 73% well to very well trained.

It is interesting to note that 92% of all law enforcement graduates believed that the program was helpful in the development of critical thinking skills. This general education aspect of the program is amplified by the data generated by a survey of all career graduates. From 1980 to 1982, both communications and critical thinking skills were rated highly by CLC graduates. Table 4.3 shows the data from 1982.

TABLE 4.3 GENERAL EDUCATION SKILLS OF 1982 CAREER GRADUATES

Code: HELP=helpful, NOHE=not helpful, N/A=not applicable

	HELP	NOHE	N/A
Communication Skills	85%	08%	07%
Critical Thinking	84	11	05
Goals and Values	73	18	09
Self-Understanding	67	21	11
Using time well	71	18	11
Personal Relationships	69	17	14
Community Involvement	30	31	30
Aesthetic Appreciation	31	31	30

The annual Graduate Follow-Up Study provides general information on the success of our programs from the student viewpoint. As part of the program evaluation process, employers and advisory committee members are surveyed to provide another perspective. In spite of these efforts, the college needs to better identify desired student outcomes and strengthen data collection, which will enable it to better assess the quality of student achievement.

Career students now comprise about half of the college's total headcount. In itself, this fact speaks positively about the College of Lake County's career programs and their past successes. The resources of both the community and the college are available to ensure that the needs of students and industry are met. CLC Career programs are an important force for economic development in Lake County. With the continued support of the college, they will continue to play a vital role in the county's ever changing job environment.

Basic Skills Student Achievement

As an open door institution, the College of Lake County is committed to meeting the intellectual needs of students who have not developed college-level skills in reading, writing, and mathematics. To identify these students, the college has implemented a system of assessment and placement. Begun in 1981, this process has evolved from including only degree and certificate-seeking students to including all students who wish to do college-level work. Beginning in the Fall 1985 semester, all students who wish to enroll in a college-level course will have to demonstrate competence in reading and writing. Plans are being developed to add a required competency in computation skills for 1986-87.

While evidence exists of significant accomplishment in this area, some aspects of the basic skills program have needed revision. Because the college has been working with a system which was advisory and for which adequate computer support did not exist, many students ignored or eluded the system. In addition, there has not been consistent and constant research on the results of the basic skills program. The changes which will become effective for Fall 1985 have addressed both of these concerns. First, all students will be placed in one of three admission categories determined by their educational objectives and ability to demonstrate competence. Their registration will be

monitored and controlled by the computer. Skills Enhancement Program Advisors have been specially selected and trained to assist students. Second, a thoughtful and thorough approach to research will be implemented with this system so that student outcomes can be closely monitored.

Some research on the college's basic skills effort is available. In the 1983-84 academic year, for example, a major research effort was undertaken by English faculty in English 105, Introduction to College Writing and English 107, Introduction to College Reading. For English 107, a multiple-choice reading test was administered to students at the beginning and the end of the course. The purpose of this testing was to determine "...the degree to which students improved their reading skills over the course of a semester of English 107." To reach a conclusion, the research looked at the number of students who improved their reading skills and the mean rate of improvement. For the students completing the course, 82.5% improved from pre-test to post-test; they had a mean rate of improvement of 6.5 items. Research results demonstrated that significant growth in comprehension and vocabulary had taken place in a single semester course.

For English 105, an essay of identical structure was given at the beginning and end of the semester. Each essay was assigned a holistic score and analytic scores in specific categories: essay length, sentences (number of), essay organization (beginning, middle, and end), content (details used), and errors. An analysis of the data showed significant improvement in the holistic scores and in the content and error sections. Table 4.4 lists the mean improvement for each of the six variables as well as the number and percent of students who did not improve.

TABLE 4.4 WRITING SKILLS IMPROVEMENT IN ENGLISH 105

VARIABLE	N	MEAN IMP.	# IMP.	# NOT IMP.
Holistic Score	176	2.41	145 (82.4%)	31 (17.6%)
Essay Length	174	0.76	91 (52.3%)	83 (47.7%)
Sentences	173	1.23	88 (50.9%)	85 (49.1%)
Essay Organization	173	0.59	85 (49.1%)	88 (50.9%)
Content	173	2.64	114 (65.9%)	59 (34.1%)
Errors	82	0.24	53 (64.6%)	29 (35.4%)

Based on this research, it is evident that most students did improve their writing skills as a result of taking English 105. Of more significance, however, is that this research is ongoing and that it has been extended to include English 120 and English 121. At the end of the 1984-85 academic year, the college should have sufficient data to determine the effectiveness of its writing curriculum and to use it as the basis of curricular reform and continued research.

Adult and Continuing Education Student Achievement

In the category of Adult and Continuing Education, the college serves three student populations: continuing education students enrolled in non-credit and general studies courses and workshops,

English as a second language students enrolled in several levels of ESL course work, and adult basic education for adults who have not achieved a high school diploma.

In continuing education, student satisfaction is assessed by student evaluation forms and by retention rates. In general, continuing education students state that they have fulfilled their educational objectives and praise their instructors. This positive attitude is reinforced by the high number of students who take another continuing education course after they have completed the first one. In Spring Semester 1985, 77% have already re-enrolled for a second course. More will probably do so before the semester is over.

In English as a Second Language, student achievement is difficult to measure. In a recent program evaluation conducted by the Open Campus office, ESL students were part of a group asked if they were "making progress" and learning what they "expected and wanted to learn" in the class. Along with students in ABE and GED, 96% responded positively. Other measures of ESL are subjective and anecdotal. In a recent issue of the College of Lake County Magazine (April 1985), Adena Staben, the coordinator of the ESL program writes of a former student who with the aid of ESL classes completed his GED at the college, then graduated with honors with an Associate of Applied Science degree in Mid-management, and now supervises more than 50 employees in the plant where 10 years ago he was a janitor. Such accounts as this one point with power to the possibilities for student achievement in English as a Second Language.

The final category of adult and continuing education is Adult Basic Education. Again, the recent program evaluation conducted by the office of Open Campus is the best source of information about student achievement. Ninety-six percent felt that they were making progress toward their educational goal. Of this percentage, 49% felt very strongly that they were. Ninety-five percent believed they were learning what they expected and wanted to learn; 53% felt strongly about this point. In the Adult and Continuing Education area, the data available suggest that the programs being offered are accomplishing their purposes and that students are achieving at sufficient levels.

The majority of Adult Education and English as a Second Language courses are funded by three state grants and are free to residents of Lake County. The annual performance report to the state for FY85 showed that 89.6% of the students enrolled in ABE, GED, and ESL classes completed their course work. As a result of their experience in the program, 33 students were removed from Public Assistance, 56 unemployed students obtained jobs and 16 were upgraded to better jobs.

This year for the first time in a cooperative effort among all adult education providers in Lake County, the College of Lake County sponsored a graduation ceremony hosting 150 graduates and 500 family members. Each graduate had an opportunity to say a few words about what the program had meant to him or her. Six of these students were awarded a scholarship to continue their education at the college this fall. At the end of the evening, the audience gave a standing ovation

to demonstrate how meaningful this program was to students and to the community.

High achievement characterizes students in all programs at the college: transfer, career, basic skills, and adult and continuing education. The college is organized to support high achievement and has taken steps to assure even greater achievement and assessment of that achievement. The assessment must focus on collection of quantitative data which can be used to support the anecdotal information more easily obtained. The rest of this chapter will indicate how the College of Lake County ensures that students have an optimum chance for success.

QUALITY OF EDUCATIONAL SERVICES

So that students can enjoy the best possible education, the College of Lake County has organized the administration and the faculty to provide high quality educational services and to promote the continued improvement of these services. These services provide for students' emotional, intellectual and physical needs, for the development and evaluation of the faculty, and for the evaluation of programs.

Advisement

At the College of Lake County, advisement is not limited to registration and class scheduling. In fact, the most important form of advisement is the personal encounter between student and staff that encourages the student to think about personal, educational, and career goals. Faculty perform this function on a daily basis in their offices and classrooms. The basic philosophy of the college fosters this type of interaction; for when an advisor acts as a mentor, students can attain significant growth.

Advisement at the college has long been one of our greatest challenges. We have approached this challenge through a series of improvements and refinements of our advisement process. Some of the basic assumptions underlying this process are:

1. All students should have access to advisement.
2. Students receive the best program related advice from faculty in that program area.
3. All faculty should be involved in advisement.
4. Educational affairs administrators and instructional paraprofessionals may also perform advisement functions.
5. Not all students seek faculty advisement. Many of them are mature and have specific educational objectives.
6. Some students require extensive and directed advising, because of greater developmental needs.

7. With appropriate information, most students can make accurate course selection, but can benefit from the mentoring functions of a faculty advisor.

8. Undecided students should be given extensive advisement and career counseling.

Under our present advisement system, faculty advise students who have decided on a particular academic program. In addition, faculty participate in advisement during the registration process. Counseling faculty assist new and undecided students in developing educational plans. The Counseling staff also maintains an articulation center for students researching transfer requirements. Associate Deans coordinate advisement activities within their divisions, scheduling faculty advisement and promoting advisement programs. The Director of Counseling and the Dean of Student Services provide direction and support for faculty and associate deans in carrying out their advisement responsibilities.

Some enhancements to the advising process have been implemented recently. Specially trained and selected Skills Enhancement Advisors will provide students in Category II with advice and support services to help them attain basic skills in reading and writing necessary for college success. Priority registration for continuing students was implemented during registration for Fall, 1985. One improvement to the process which will be implemented in future will involve a computerized degree audit to automatically calculate a student's progress toward a degree.

Counseling Center Services

The Counseling Center is involved not only with advisement and academic preparation but education of the whole person. Through its services, students can explore personal and work-related values as well as interests and experiences. Thus, they can learn goal-setting and decision-making skills and apply them to developing personal plans and educational plans, choosing a career, and transferring to other schools. These services are available not only at the main campus but also at the Southlake Educational Center and the Lakeshore Educational Center. Table 4.5 lists services provided by the Counseling Center.

TABLE 4.5 A LIST OF SERVICES PROVIDED BY THE CLC COUNSELING CENTER

Group Services	Individual Services
New Student Planning Groups	Guidance Info System—computerized
Test Anxiety Reduction	2000 College Catalogs
PDS 121 Human Potential	Academic, Career & Personal Counseling
PDS 122 Career Exploration	Interest and Aptitude Testing
PDS 123 Human Relations Lab	Test Anxiety Reduction
Career Fair (October)	Career and College Information Center
Transfer Day (November)	
College Night (March)	

These counseling services are guided by the CLC Counseling Mission Statement which was adopted in March, 1981. In part, that statement reads: "As life development educators, we will involve ourselves in the total institution: in responding to community needs, in making institutional decisions, in developing the curriculum, and, in general, participating in the life of the institution with all other faculty."

Learning Resource Center Services

Through a wide range of services, the Learning Resource Center complements and reinforces the college's curricula. Its three levels of public space accentuated by large windows and comfortable reading and study areas contributes to the beauty of the campus. While attached as a wing to the main building, the LRC is an integral part of the intellectual and creative center of the college.

The presence of the Community Gallery of Art, the microcomputer lab, and the LAC within the confines of the LRC, in addition to the library and audio visual services, have had a positive impact on attracting people to the area.

The main entrance to the LRC is equipped with a buzzer device for wheelchair entry. There is elevator service between the first and second floors. The width between book shelves allows wheelchair access. Reference librarians will accompany students so that upper shelf books may be retrieved. Taped texts are available in the LAC areas.

Learning Assistance Center Services

The Learning Assistance Center (LAC) administers and scores the Basic Skills Assessment required of all students who signify intent to pursue a degree or certificate program. Remediation for those who lack reading, language usage and mathematics skills is available through a predominantly self-paced mode of instruction, supervised by LAC faculty and two instructional assistants. The Testing Center gives, scores and maintains data on a range of tests (ACT, GED, CLEP, GATB, telecourses, nursing learning checks, career and interest inventories). The number of tests administered has increased by 60% since the center opened in 1980.

The LAC Testing Center expects an even greater increase in placement testing as a result of the new admissions policy beginning in Fall 1985. The battery of tests includes a reading test, language usage test, and a computation or algebra test. For the convenience of students, the LAC has expanded its testing services to four new locations: Lakeshore Educational Center, Fort Sheridan, Great Lakes Naval Base, and Southlake Educational Center.

Tutoring for those enrolled in courses is done in small groups or individually. The peer tutor program has been strengthened in several ways. Faculty help to recruit qualified students to become peer tutors. Tutors, who work under the supervision of the LAC Director, must meet certain entrance criteria and complete required

training sessions. The tutors are paid by funds from the Student Senate. The growing demand for peer tutors reflects a supportive faculty, stronger publicity, and a satisfied clientele who recommend this service to their friends.

LAC workshops are developed and given in high interest topics and in areas of curricula suggested by faculty. Some of these are study skills, test taking, areas of mathematics and computer introduction. Forty-three workshops were given in the last year to 690 students.

The LAC provides support for telecourses, which expand the enrollment of the college rather than diverting students from the classroom. Full time faculty manage all telecourses. Faculty managers have a direct effect on student attrition rates. Detailed plans and careful monitoring of student progress is very important. Enrollments have increased steadily. In the Spring of 1985, 231 students were enrolled in ten telecourses. Compared to a national average of 50% attrition in telecourses, rates are about 30% at CLC; and Spring 1984 saw a drop in attrition to about 18% for telecourses at CLC.

In an effort to reduce attrition in other "high risk" classes, the LAC has requested funds to introduce supplemental instruction in a few select courses in the Science Department for Fall 1985. This alternate form of tutorial support focuses on teaching learning strategies which incorporate the course material.

Another service, already being utilized, are modules for students wishing to improve their vocabulary, basic writing, math, or algebra skills. These self-paced, individualized programs are supervised by faculty and instructional assistants. Such modules are especially helpful for returning students who want a brief review to strengthen basic skills before enrolling in college level courses.

Attention to student needs in basic skills classes and modules has led a committee to design a new course for students who have serious deficiencies, i.e., reading and writing skills at the fifth and sixth grade level. This course will integrate reading, writing and thinking skills with strong academic advising. Another related development along this line may include new modules in spelling and vocabulary at a lower level, as well.

A listing of some of the services provided by the LAC during Fall, 1984 and Spring, 1985 follows:

TABLE 4.6 Learning Assistance Center Services

	Fall 1984	Spring, 1985
Testing:	11,926 students	9,637 students
Workshops:	25 workshops	18 workshops
	295 students	395 students
Modules:	146 English students	91 English students
	346 math students	327 math students
Tutoring:	443 students	568 students
	2482 hours	1215 hours

Recently the LAC has taken a more active role in improving visibility of services to the disabled. Handicapped services which are available include large key calculators, large print typewriters and readers, note takers, test writers and taped texts. In Fall 1984, direct services were provided to 37 disabled students, and to 33 students during Spring semester 1985. The LAC, in cooperation with the Counseling Center and Health Services, has worked with the Office of Public Relations to produce an award-winning brochure and poster which emphasizes CLC's services to disabled students with academic ability. The Instructional Assistant who provides this support is the advisor to SPARCS, the CLC club for disabled students, and is also a member of a Chicago-based consortium which meets monthly to discover more effective methods for providing services to disabled students and to improve cooperation with outside agencies. The college is moving toward establishing an effective method of identification of disabled students on the admission form.

The LAC tested 11,926 students, logged 2,482 hours of tutoring and presented 25 workshops during the fall of 1984. During Spring 1985, an additional 9,637 students were tested, and an additional 395 students attended workshops. As with the services of the Counseling Center, the services of the Learning Assistance Center follow from CLC's mission to provide, "Basic skill instruction according to student need assessment to ensure that each student shall have the opportunity to acquire the requisite skills in reading, writing and math for success in the curriculum of his/her choice."

Library Services

The college library is crucial for maintaining and developing academic excellence and intellectual curiosity as well as for strengthening personal commitment to the principle of lifelong learning. No section of the college's educational mission would be completely fulfilled without a library of high quality. The projected budget for library and AV materials and salaries for 1985 is approximately $726,000. There is excellent support for acquisition of materials relevant to the curriculum. The ratio of book circulations to the collection was 54 percent during 1983-84. Normal four-year college library circulation levels are about 25 percent. Collections in psychology, medicine, sociology, business and technology have the highest circulation percentages. These areas have shown small declines in use, but the literature collection use ratio has increased 11% between 1978 and 1984. The reference librarians give one-to-one instruction to all users who request it. This service is important because many patrons are not familiar with the Library of Congress numbering mode. If help was not available, they could be discouraged from using the library. Additional services include informal classes at the request of the teaching faculty, scheduled presentations marketed by fliers and posters, an introductory video tape, bibliographies for popular research topics, computer searches and interlibrary loans.

The reference desk is a focus of library marketing efforts, for it is here that the student (patron) is provided with instruction on library use as well as information on the myriad services offered.

Other library marketing tactics are fliers, publications, tours and presentations at high schools.

User surveys conducted independently by the Office of Institutional Research over the past three years indicate an overwhelmingly favorable attitude toward the library and audio-visual materials. Transfer students and career graduates were asked to evaluate instructional media and library services. Results from 1984 show that 93 transfer graduates were satisfied with library services; only two were unsatisfied. For the same year, 89 career students were satisfied, with only one unsatisfied. Similar results for 1983 are shown in the table below.

1983 Transfer graduates (on library services)

good	average	poor	unaware	unused
162	15	6	3	13

1983 Career graduates (on library services)

good	average	poor	unaware	unused
214	21	0	2	29

Audio Visual Service

Media include films, videocassettes, slides, tapes and computer software. AV equipment is scheduled and maintained. Production services includes photography as well as video programs. Media production is limited only by the requester's creativity.

Health Services

Good health in the broadest sense of physical, emotional, and social well-being is an essential component for the success of an academic institution. Thus, the mission of the College Health Service is to provide the services which assist students and employees in achieving and maintaining optimum health. Health Services furnishes emergency first aid, disseminates health information, facilitates adjustment to the college for those students who have health/handicap problems, cooperates in presenting educational programs, and provides appropriate consultation to the faculty and staff of the college. Recognizing that the students who attend the College of Lake County are commuter students, the College Health Service provides ambulatory care services which include the component of health education. Appropriate referrals are made to physicians, dentists, clinics and health agencies throughout the county.

IMPROVING EDUCATIONAL QUALITY

Faculty and Staff Development

To develop the finest possible faculty and staff, the College of Lake County adheres to a policy of affirmative action in recruitment. This commitment has led the college to a broadly based, participatory search process that accomplishes the goal of finding the best qualified applicant from the widest range of candidates. Such a commitment to affirmative action places the College of Lake County in a position which not only serves them well in terms of good community

relations but also in terms of an ethical commitment to the principles of equal opportunity. Nevertheless, the college strives to increase the access of minority candidates to the search and selection process. To this end, the current Affirmative Action Plan, which has been in effect since 1979, was revised in May, 1985.

The Professional Growth Center coordinates development programs for faculty and staff. It supports activities for full-time faculty that cut across disciplines and divisions, thus augmenting the staff development work of individual divisions; organizes workshops for part-time faculty in all divisions; and sponsors programs for the classified and paraprofessional staff. During the 1984-85 academic year, the Professional Growth Center has sponsored writing-across-the--curriculum, critical thinking skills, and computer workshops for full and part-time staff; classroom methodology and management sessions for part-time faculty; interdisciplinary faculty discussions/lunches; and a variety of programs for the classified staff.

In the last year, the Professional Growth Center has accepted proposals that requested support for broad based study rather than specialization in particular areas. In its review process, the Professional Growth Committee determined the quality of the program prior to its acceptance and then evaluated the success of the program on the basis of follow-up reports. This thoroughness has created the general impression that the center has done a good-to-excellent job of providing staff development activities.

Faculty Evaluation

To address the issue of how competently faculty and staff perform the educational tasks which the college has set for itself, it is necessary to look at the methodology used in instructional evaluation. At CLC, student evaluations, peer evaluations and self-evaluations are three effective methods used to improve quality of instruction. The objective of the evaluations is to identify areas for improvement of both the course and the instructional methods.

Peer evaluation is used by full-time faculty. Each division elects a three-member peer evaluation committee whose members serve a three-year tenure. This committee evaluates each non-tenured instructor during the Fall semester of each academic year. Tenured faculty are evaluated on a five-year rotation, and their peer evaluation takes place during the Spring semester of each academic year. Tenured faculty have the option to use the standing peer committee or to select an independent committee of peers.

The peer evaluation process takes a positive approach to instructional evaluation. Evaluators are encouraged to acknowledge an instructor's strengths and to suggest methods to build on those strengths. The peer evaluation process includes a component of self-evaluation. The faculty member develops a document by which he/she enumerates what has been accomplished in the areas of professional growth, commitments, and other pertinent information. The peer committee then reviews and discusses the self-evaluation along with the student evaluations.

Although concerns have been expressed in a few instances, the peer evaluation process, which was adopted five years ago, seems to be functioning well.

In addition to conducting student evaluations as full-time faculty do, part-time instructors at the College of Lake County are evaluated by the Divisional Associate Dean or a designee of the Associate Dean, usually a program coordinator; a full-time faculty member with released time; or a faculty mentor, who receives a small stipend to assist and evaluate a part-time instructor. Approved by the College Senate and implemented by the Instructional Council, this evaluation process builds an analysis of instructor performance upon the information contained in student evaluations, classroom observation, instructor prepared materials—e.g., syllabi, assignments, and handouts, and a conference.

The use of a mentor system is noteworthy. Begun on a trial basis in Spring 1980, as a result of recommendations by a task force, the mentor system has developed into an important and innovative approach to the improvement of part-time instruction. Webster defines mentor as "a trusted counselor or guide." The purpose of assigning a full-time faculty mentor to each new part-time instructor, or to any part-time instructor who is teaching a course for the first time, is to establish a developmental relationship that will foster improved instructional effectiveness. An initial evaluation of the first group of mentors, (26 full-time faculty assigned to 77 part-time faculty) revealed that the mentor system was successful because it provided better understanding of course objectives, grading policies and standards; enabled part-time faculty to feel more a part of the college; helped new faculty to anticipate potential problems and correct them before the course was over; increased morale among part-time instructors.

In 1984-1985, approximately 115 mentors were used. The system has wide support among the divisions. When one of the academic divisions does not use the mentor system, it is usually because of an adequate number of career coordinators or full-time faculty with release time. An exception to this situation would occur in the Health, Physical Education, Intramurals, and Athletics Division where the Associate Dean assists and evaluates all part-time instructors.

The college is committed to an on-going, thorough process of part-time evaluation, development and support. The system is supported by college financial resources as well as administrative and faculty time and energy. In order to maintain and improve the quality of part-time instruction, the college combines the mentor system—which may well be a model for other schools— with financial incentives and developmental workshops to achieve excellence in instruction.

Administrative and Professional Evaluation

The process of evaluation for administrative staff was revised approximately two years ago. Each staff member is responsible for taking the lead in his/her own evaluation. Based upon the Charter of Responsibility for the respective office or upon the individual's job description, the evaluation has three components: self-evaluation, colleague evaluation and an evaluation review conference with the immediate supervisor. This process seems to be received favorably by the administrative staff.

Program Evaluation

As the college has emphasized the importance of faculty evaluation, it has also recognized the importance of program review and evaluation. In order to provide students with the best possible education, the college has worked to make sure that the faculty and the programs are of the highest quality.

To this end, the college began to evaluate both transfer and career programs in the 1982-83 academic year. The process involves surveying students, faculty, employers, and advisory committee members, reviewing comparable programs, looking at transferability or job placement, analyzing cost and attrition information, and writing a final report which is submitted to the Curriculum Commission. To date, 39 programs and disciplines have been evaluated. Initially, faculty whose programs were being evaluated felt uneasy. Now, however, most faculty have found the program evaluation process helpful in defining goals, identifying weak areas, and determining ways to improve program quality while remaining cost effective.

Due Process

Underlying all administrative and educational services at the College of Lake County is a strong belief in due process. Recognizing the need for an organized approach to resolving conflicts, the College of Lake County has established procedures to assist students and staff members in resolving college-related concerns. These procedures are outlined under the "Framework for Addressing Concerns." Under these guidelines, once particular concerns are identified by an individual, discussion takes place with other individuals involved. The objective is to resolve the concern at the lowest level possible. If closure is not found at this level, the grievance is taken to the Affirmative Action officer who is trained to mediate the concern representing both sides equally. The ombudsmen are selected from a pool of five.

Three options are available for the individual raising the concern. Option one is to pursue the resolution of the concern through the Faculty Contract. Option two is to resolve the concern through the grievance procedure of the "Framework for Addressing Concerns." The third option uses the Administrative Ladder in finding resolution. Should closure remain unattainable through the second and third options, the concern will receive Presidential review. An appeal through the President to the Board of Trustees is the final option in the framework of concerns.

This process has been used on an average of four to five times per year. Most of the concerns have been resolved within the first five steps outlined in the procedure. The process has been fine tuned to better accomplish an outcome at the lowest level.

A second "due process" vehicle available at CLC is the grievance procedure specified under the Faculty Union Contract. This grievance procedure is used to deal with issues which require resolution of concerns stemming from contractual matters. (See article 31 of the "Agreement Between Board of Trustees of Community College District No. 532 County of Lake and State of Illinois and College of Lake County Federation of Teachers, Local No. 2394 AFT.")

In addition to the process described above, procedures are outlined under the "College of Lake County Student Rights and Responsibilities" which provide students due process in concerns related to disciplinary action. (These procedures have been in place since 1973.) Under these guidelines the resolution of a problem can be accomplished at one of two levels: (1) the Dean of Student Services takes the appropriate action or (2) action is determined through a hearing by a judicial board. To date all resolutions have been met at the Dean of Student Services level. The judicial board has never met.

The College of Lake County prides itself on the fact that administrative and educational services are not merely inert bureaucratic rules and regulations. The college has organized its administration on the principle of people helping people through clearly stated principles, reasonable rules, and dynamic procedures. This predisposition to action is one of the fundamental tenets of the institution's life.

QUALITY OF INSTITUTIONAL LIFE

The quality of life in an institution is an elusive concept to describe and define—to pin down and hold for continuous scrutiny. Outcomes cannot be measured as easily as they can with student achievement or with educational services. Yet the quality of life within an institution, the culture of that institution, is crucial to its overall health and to success in those areas that can be empirically evaluated and specifically explained.

The college recognizes the importance of quality of institutional life in its mission statement. There the college not only discusses the kind and number of its offerings but also stipulates that these learning opportunities should be "available within a close community atmosphere which features involvement in co-curricular social, physical, recreational, and cultural activities."

Student Life

To determine the degree to which the College of Lake County has been able to effect this "close community atmosphere," one must look at the community the college serves. Student demographic data creates the clearest picture of the CLC student community. Of the 11,726 (head count) students enrolled at CLC for Spring Semester 1985, 84%

are part-time. One-half of all students are enrolled in career programs while transfer and general studies students are almost equal parts of the other half. Seventy-five percent of these students are 21 years of age or older, and their median age is 25.7 years. Women out number men by a slight percentage — 6,179 (53%) to 5,547 (47%). Most of CLC's students are white non-Hispanic (86.6%), yet significant minority populations exist. All minority groups have a higher percentage representation at the college than in the general Lake County population, e.g. Black non-hispanic: 6.9% at CLC, 5.2% in Lake County. Table 4.8 presents a complete enrollment breakdown.

TABLE 4.8 SPRING SEMESTER 1985 ENROLLMENT STATISTICS

TOTAL ENROLLMENT: 11,726

1.	Percent of student population 21 years of age and over	75%
2.	Full-time (1850)	16%
	Part-time (9876)	84%
3.	Career (5795)	50%
	Transfer (2725)	23%
	General Studies (2587)	22%
	Undecided (619)	5%
4.	Men (5547)	47%
	Women (6179)	53%
5.	Black non-Hispanic (814)	6.9%
	American Indian/Alaska Native (32)	0.3%
	Asian Pacific Islander (271)	2.3%
	Hispanic (460)	3.9%
	White non-Hispanic (10,149)	86.6%
6.	Mean age of CLC student: 29.1	

In order to establish a quality of life that serves this diverse population, the college has created a rich array of activities and events. During the 1983-84 academic year, the Student Activities Office sponsored twelve different projects. These projects ranged from the alumni association which sponsored two events to the literary magazine, The Willow Review which involved 26 students. They ranged from the Student Senate, which involved 27 students, and the newspaper, The Chronicle which involved 35 students, to a Program Board which sponsored 68 programs that 8,000 people attended and to 27 clubs that sponsored 103 events.

Among the activities sponsored programs for 1983-84 were:

Child Care Center - 179 children enrolled
Newspaper - 35 students
WCLC - 15 students
Program Board - 68 programs; 8,000 attendance
Performing Arts Committee - a part of the Program Board

Student Senate - 27 students
Clubs - 27; 103 events
Alcohol Education and Referral - 83 events; 2,000 total attendance
Peer Tutors - 28 student tutors
Alumni Association - 2 events
Literary Magazine - 26 students
Discount Ticket Service

To fund these events the Student Activities Office expended a budget of $194,453, $155,000 of which was generated by a student activity fee of $.90 per credit hour.

Some student activities funds were also used in the remodeling of the food service in the basement of the main building. The new food service, Gulliver's, is a soup and sandwich deli which offers good quality food and provides a place for informal contact between students and faculty. Its presence helps to provide a sense of community.

As part of the college's process to determine the quality of student life, in March 1985, 112 students (78 enrolled in lower level courses with no prerequisites and 34 enrolled in courses with prerequisites) were given the Student Reaction to College (SRC) questionnaire. On this survey students expressed their opinions of the college environment— quality of instruction, counseling, administrative affairs, extra-curricular activities, etc. While results demonstrate that CLC students rated the college as positive as the comparison group in all areas, the sample was not random and represented less than 1% of all students at CLC. Thus, the main significance of this survey is that it represents a pilot project to measure student reactions to the quality of college life, which will become an on-going evaluation to measure outcomes.

Faculty Life

Throughout its sixteen year history, the College of Lake County has held positive relationships among all of its members as a primary value; thus the college has worked to promote and practice professional relationships and collegial governance among faculty, administration, staff, and students. Establishing and maintaining such relationships requires constant attention and the results are often mixed. Such is the case at the College of Lake County. As the College's President, Dr. John O. Hunter, stated in his 1984 paper, "Agenda for the Future," "In some cases...administrative faculty cooperation is high; in others it is obviously troubled." A mixed review typifies CLC's performance in this area of college life.

A focused visit by North Central on Administrative Organization and Faculty Administration Governance occurred in 1981. The purpose was to assess faculty perceptions of institutional governance and to compare these perceptions with those that existed at the time of the 1978 visit. In preparation for the 1981 visit, a questionnaire was administered to the 179 faculty members; 75 faculty responses were returned in time for completion of the data. Sixty-eight percent of the faculty responding indicated a willingness to participate in the

existing governance system. Questions on communication received a mixed response. In general, faculty comments on the effectiveness of the governance system were cautiously optimistic.

A comparison of these 1981 perceptions with those held in 1978 yielded several positive conclusions. First, more faculty in 1981 than in 1978 felt they received information on issues affecting them before final decisions were made. Second, more faculty believed that their opinions and ideas were reflected in the final decisions that were reached. Third, more faculty were confident in the governance system; however, it is significant to note that a large number of respondents had no opinion on this question.

When the North Central team left after the 1981 focused visit, it noted the following strengths and concerns.

Strengths:
1. Commitment by the President to using the College Senate as a vehicle for making collegial governance credible.
2. Restructuring of Senate.
3. Increased level of confidence in College Senate among faculty.

Concerns:
1. Some commissions don't always meet on a regular basis.
2. Status of issues before the Senate needs to be made available to the entire college community.
3. Clear lines need to be identified to establish which issues are to be determined administratively and which are College Senate concerns.

Because issues related to the condition of faculty life have existed throughout the college's history, asking what the state of faculty morale is in 1985 and what has happened in the institution to affect faculty life is appropriate. In February 1985, the Office of Institutional Research conducted an Institutional Functioning Inventory (IFI) to determine faculty and administrative attitudes toward the College of Lake County. Since the largest number and highest percentage of participants are administrators and full-time faculty (30 and 114 respectively), results presented will focus on these two groups.

Administrator Profile. As a group, the administrators gave relatively high marks to each aspect of institutional functioning. Their mean scale scores were equal to or higher than those of other community college administrators, and of the CLC faculty, on all scales (see Table 4.9). There are four scales on which their mean scores exceeded those of other community college administrators by at least 1.5 points on scale of 0-12: Institutional Esprit, Self-Study and Planning, Democratic Governance, Freedom, and Intellectual-Aesthetic Extracurriculum; and four scales on which they scored higher than

CLC faculty: Concern for Innovation and those listed above with the exception of Freedom.

TABLE 4.9 IFI MEAN SCALE SCORES 0-12 /STANDARD DEVIATIONS IN ()

IFI Scale	F.T. Faculty		Administrators	
	CLC	Other CC's	CLC	Other CC's
Intellectual-Aesthetic Extracurriculum	7.5 (2.4)	4.6 (2.9)	9.0 (2.0)	4.1 (2.9)
Freedom	9.0 (2.1)	7.8 (2.7)	10.0 (1.9)	8.0 (2.8)
Human Diversity	8.3 (2.1)	7.5 (2.3)	8.6 (1.7)	7.7 (2.1)
Concern for Improvement of Society	4.2 (2.6)	4.3 (2.6)	5.6 (2.8)	4.7 (2.8)
Concern for Undergraduate Learning	8.4 (1.8)	8.3 (2.1)	9.1 (1.6)	8.7 (2.1)
Democratic Governance	4.6 (3.5)	5.4 (3.8)	8.5 (2.9)	6.8 (3.8)
Meeting Local Needs	11.3 (1.0)	10.4 (1.9)	11.7 (0.4)	10.9 (1.3)
Self-Study & Planning	7.4 (2.7)	6.7 (3.0)	9.7 (2.2)	7.2 (3.2)
Concern for Advancing Knowledge	2.0 (1.5)	2.3 (2.0)	2.3 (1.5)	2.3 (1.7)
Concern for Innovation	6.5 (2.6)	7.2 (2.8)	8.3 (2.4)	8.0 (2.7)
Institutional Esprit	7.9 (2.9)	8.1 (3.2)	9.9 (2.0)	8.9 (3.4)

Faculty Profile. As a group, the CLC faculty were relatively more positive about institutional functioning than their peers at other community colleges, but were clearly less sanguine than the CLC administrators. Their mean scale scores were equal to or higher than those of other community college faculty on 6 of 11 scales (see Table 4.9 above). There was only one scale — Intellectual-Aesthetic Extracurriculum — on which their mean score exceeded that of other community college faculty by at least 1.5 points.

Intellectual-Aesthetic Extracurriculum refers to the availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom. Colleges with high scores are

characterized by their deliberate efforts to encourage intellectual and artistic interests; low scores imply a relative absence of such extracurricular opportunities.

As noted above, both CLC faculty and administrators had significantly higher scores than their counterparts at other community colleges. CLC's scores of 7.5 and 9.0 for faculty and administrators, therefore, depict a community college with an exceptionally rich cultural and intellectual environment.

Freedom has to do with academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community. High scores imply that respondents perceive themselves to be essentially free to discuss topics and organize groups of their own choosing, to invite controversial speakers, and to be relatively free of college restrictions on their personal conduct and activities. Low scores suggest an institution that places many restraints on the academic and personal lives of faculty and students.

The faculty's mean score of 9.0 was 1.2 points higher than that of their peers at other community colleges; the administrators' mean score of 10.0 was 2 points higher than that of other administrators.

A high score on Human Diversity, the degree to which the faculty and student body are heterogeneous in their backgrounds and attitudes, indicates that the college is viewed as having attracted students and faculty of diverse ethnic and social backgrounds, of diverse political and religious attitudes, and of diverse personal tastes and styles.

Both the faculty and administrators at CLC had higher mean scores on Human Diversity than their comparison groups, though the magnitude of scores and degree of difference were lower than those observed on other scales.

Concern for Undergraduate Learning describes the degree to which the college — in its structure, function, and professional commitment of faculty — emphasizes undergraduate teaching and learning. A high score suggests a faculty generally disposed toward personalized teaching of undergraduates, encouragement of active student involvement in the learning enterprise, and institutional rewards for good teaching. A low score indicates institutional priority, or that the quality of teaching at the college is generally somewhat poor. This scale received relatively high scores from CLC faculty and administrators, though not significantly higher than those from other community colleges. Given the strong emphasis on undergraduate instruction in the missions of community colleges, these scores are not surprising.

Democratic Governance reflects the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision. High scores signify extensive and meaningful faculty and student involvement in institutional affairs, decentralized decision making, and shared (horizontal) rather than hierarchical (vertical) organizational arrangements. Low scores suggest authoritarianism — authority and

power tightly held, typically by an administrative clique, in a "top-down" administrative framework.

This scale typically receives only moderate scores from community college administrators, and relatively low scores from community college faculty; such was the case at CLC. Standard deviations were quite high for all groups, suggesting a lack of consensus on governance issues. Finally, the difference between CLC administrators and faculty (3.9) is considerably larger than that for comparison administrators and faculty (1.4). Most of this difference is attributable to the unusually positive ratings of CLC administrators as a group.

Meeting Local Needs refers to an institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for trained manpower on the part of local businesses and government agencies. High scores indicate availability of adult-education, job-related, and remedial curricula; operation of job-placement and vocational-counseling services; accessibility of the campus to commuters; and so forth. Low scores indicate a low priority given to meeting local area needs.

As noted previously, this scale measures institutional attributes that, by definition, should be a specialty of community colleges. This was the highest scale for all groups, with CLC administrators and faculty scoring near a "perfect 12" in their mean scale scores. There were only minor differences between administrators and faculty that are overshadowed by the magnitude of the positive response pattern across all groups.

Self-Study and Planning has to do with the importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed to formulate and revise plans. High scores reflect the perception that long range planning is a high priority for college officials, and that relevant institutional self-studies are periodically conducted. Low scores indicate a perceived lack of systematic long-range planning and pertinent self-study.

CLC faculty and comparison groups have similar, moderate perceptions of the use of planning and self-study at their respective institutions, CLC administrators ranked Self-Study and Planning 2.5 points higher than comparison administrators and 2.3 points higher than CLC faculty. This difference may be due to the high priority placed on institutional planning activities in the daily work schedules of CLC administrators. An effort should be made to better communicate this priority to the faculty.

Concern for Advancing Knowledge reflects the degree to which the institution emphasizes research and scholarship. Unlike Meeting Local Needs, which addresses a key role of community colleges, Concern for Advancing Knowledge addresses a typically minor or non-existent aspect of community college mission. Scores for this scale were uniformly low for all groups.

Concern for Innovation refers to an institutional commitment to experimentation with new ideas. A high score reflects the view that senior administrators are receptive to new ideas, that people are encouraged to experiment at all levels, and that significant changes have been made in recent years. Low scores could imply traditionalism, complacency, or opposition to change.

Relative to other IFI scales, Concern for Innovation does not appear to be a strength of CLC. Although CLC administrators had the highest score of comparison groups, it does not match their extremely positive scores on other scales. These scores may reflect the college's traditional approach to curriculum and instruction, but do not appear to recognize some of the innovative programs and activities which are cited in the final chapter of this self-study document.

Institutional Esprit refers to a sense of shared purposes and high morale among faculty and administrators. High scores reflect a feeling of genuine community, loyalty to the institution and satisfaction with its work, open and honest communication among faculty and administrators, and respect for the competency of administrative leaders. Low scores suggest antagonism among and between faculty and administrators, low estimates of the worth of the college and poor morale in general.

This scale typically evokes positive responses from both community college faculty and administrators. CLC administrators share this perception of Institutional Esprit as do CLC faculty to a somewhat lesser extent. CLC administrators scored one point higher than other administrators, and two points higher than CLC faculty (the typical administrator-faculty gap is 0.8 points).

Areas of strength outlined in the IFI results include highly positive ratings of the intellectual and artistic climate at CLC; a social and academic atmosphere where free speech and wide-ranging attitudes are tolerated; a relatively diverse faculty and student body; a common dedication to and appreciation for the primary goal of undergraduate instruction; and an excellent record of sensitivity and service to the surrounding community. In each of these areas, CLC is perceived to be as good as or better than most community colleges.

The IFI is also useful in pinpointing areas of weakness and disharmony. The findings at CLC suggest three interrelated areas for further improvement: increasing the scope of involvement, or perceived involvement, in matters of college governance; encouraging innovation in all areas of academic functioning, including administration; and improving communication among all employee groups at CLC. Control and confidence are two attributes that should be enhanced by progress in these areas.

In summary, the results of the IFI survey at CLC suggest that in most cases, the college is functioning on a high level and compares very favorably with other community colleges. Areas of strength appear to outnumber areas of weakness, although the need for improvement in and further study of several issues is apparent in the findings.

As an additional means of assessing quality of institutional life, 30 full-time faculty were interviewed by the Criterion III committee. A summary of their attitudes includes the following.

Some faculty believe that their salaries are significantly less than those of their colleagues at neighboring community colleges. Since these interviews took place, a new two-year contract was approved which included substantial salary increases for faculty in 1985-87. In addition to the general concern that they are earning too few dollars for the services they perform, some faculty also believe that problems exist in the equation of lab to lecture hours.

A second concern includes a number of issues related to communication. Faculty believe that their opinions are not sought early enough in the decision-making process and that when their ideas are requested, they are not taken as seriously as they should be. Communication problems such as these have led in the judgment of some faculty to a degree of apathy. An earlier history of problems with cooperation between administration and faculty has led to lethargy and the eventual reluctance on the part of some long-time faculty members to work on task forces and committees. However, the reluctance of many faculty who have been at CLC ten years or more to continue to be involved in governance could be attributed to their stage in life.

As the IFI indicates, the problems of the one hand are balanced by the strengths of the others. Thus it is important to realize that positive aspects of faculty morale also exist. Most faculty who have taught at CLC for ten or more years still feel positively about their disciplines and their students. They still enjoy coming to work each day; thus absenteeism at the college among both full-time and part-time faculty is low. According to the Assistant Director of Personnel, there are no trends in absenteeism that would indicate poor morale. Responses to surveys sent to the Divisional Associate Deans confirm this belief.

To some extent, these positive feelings may be brought about by several college-wide programs which have been conceived and initiated through faculty and administration cooperation: the development of full and part-time faculty evaluation procedures, further changes in the structure of the College Senate, and the inception of a Professional Growth Center.

Projects such as "Writing-Across-the-Curriculum" and "Teaching Critical Thinking Skills" were begun by faculty and administrators concerned with meeting the needs of students in analyzing and synthesizing material and in communicating the results of their analysis and synthesis. Since the first faculty discussion groups on these topics in Spring 1983, more than 50 full-time faculty have attended workshops on teaching critical thinking skills. Twenty-five full-time faculty have also attended a workshop on how to use questioning strategies to improve students' critical thinking skills. In addition, 37 faculty members have participated in Writing Across the Curriculum workshops, and 15 of these faculty members have been trained as workshop facilitators. Workshops on these topics have also

been given for part-time instructors at the college. This effort has been sustained by a strong, shared commitment on the part of both faculty and administration to improving students' thinking and writing skills, and to developing faculty members to teach these skills. The commitment is serious and permanent, and will continue to be given significant attention. While numerous workshops have taken place in the 1983-84 and 1984-85 academic years, more will take place next year, and the year after that. Helping faculty gain the teaching skills necessary to improve student learning is central to the college's mission.

In another instance of faculty and administrative cooperation, the President initiated and implemented six strategic planning workshops during the 1984-85 year. The purpose of these workshops, which were attended by a cross-section of 150 faculty and administrative staff, was to confront larger questions facing the college, to broaden the dialogue between these groups, to give a comprehensive understanding of issues and to gain a shared vision of our future. Topics for these workshops included academic and administrative computer development, computing strategies and marketing, liberal arts and sciences, and self-study for reaccreditation. Efforts such as these are helpful in improving analysis and opening up communication between administrators and faculty members.

To ensure that staff development for all employees receives continued attention, the College Senate approved the creation of the Professional Growth Center in Spring 1984. The purpose of the Center is to provide resources which will enable individuals to enhance their skills so that they may work more effectively to accomplish institutional goals which have been identified through the evaluation processes in effect at CLC.

It is important to note that the Professional Growth Center evolved from college concerns and that the impetus for it was widely based. The current director is a faculty member who has released time for duties of coordinating the Center's programs. The aim of this center is to reach and benefit <u>all</u> employees of the college, not faculty alone. Thus, the Professional Growth Committee, which meets twice a month, is composed of administrators, paraprofessionals, classified personnel, as well as faculty.

During the 1984-85 academic year:

1. Nine mini-courses in computer literacy and computer applications were developed and offered this past year. Over 100 faculty and staff members had participated by the end of the academic year.

2. A part-time faculty Instructional Improvement plan has been developed. Four workshops on instructional topics were offered at eight different times during the spring semester. Seventy-six part-time instructors attended these workshops.

3. Workshops on Stress Management and a series of eight mini classes were offered to classified and paraprofessional staff.

At the close of its highly successful first year, the Center has established five goals for the 1985-86 academic year:

1. To explore new and different approaches to teaching/learning processes and support services.

2. To assist the college community in the application of new technology to the educational process and support services.

3. To promote activities which improve the learning environment, improve the quality of services being provided, and enhance the teaching/learning process and support services.

4. To provide opportunities for professional staff to retrain and/or renew their professional skills.

5. To promote personal intellectual endeavors in the broad field of education, new technology and/or liberal arts, i.e., not necessarily in one's specialty field.

Such commitment from faculty and administration should guarantee a fundamental institutional commitment to staff development.

Another aspect of institutional life which demonstrates this collegial approach is the evaluation of both full time and part time instructors. In 1980, the peer evaluation process for full-time faculty recommended to the College Senate by the Evaluation Commission, was approved and implemented. In 1984, the College Senate developed and passed an evaluation process for part-time faculty. Both of these processes have been explained in depth earlier in this chapter; of importance here is that both evaluation plans originated in concern for improvement of instruction, were developed through joint faculty and administrative effort, were accepted by the President and the Board, and have become a part of the life of the institution. Both processes share institutional support for this reason.

The Senate itself has moved from the periphery of institutional life to its academic center. In the last several years, the Senate has developed and passed a major program evaluation plan. It has charged task forces in liberal education. The first provided a theoretical framework for the second; the second completely restructured the college's transfer degrees in one year's time. Through its Facilities and Operations Commission, the Senate had a major effect on the development of the Science/Student Services addition. The Senate has also approved changes in the Basic Skills Program, which resulted in a new admission policy being adopted by the Board. When it was not busy changing the physical and intellectual look of CLC, the Senate also developed a grievance procedure for all college employees, passed several modifications to the college's advisement procedures, and debated countless other issues, each important in its own way to institutional well being.

Although it can be proud of a history of significant accomplishments (See Appendix E: History of College Senate), the College Senate is seeking to improve not only its performance but also the perception of its potential for accomplishment among faculty. Serious concerns about the vitality of the College Senate exist in various parts of the institution. A significant number of faculty share the perception that their opinions and ideas are not given adequate attention by the administration. However, the IFI survey identified a disparity between administrative/faculty views, and even faculty/faculty views on the historically delicate issue of democratic governance. Increased faculty involvement is essential for the Senate to play a key role in governance, as a major advisory body to the President on issues of academic policy. Increased communication of its agenda and actions, and redefinition of its goals may be ways to stimulate this involvement. The college must continue to grow, to build, and to achieve while it also addresses in a serious, concerted, and conscientious way the issues of morale and governance. Clearly, democratic governance is one issue needing further improvement, and which requires greater efforts of communication and cooperation.

Cultural Life

One of the concerns that emerged from interviews with College of Lake County faculty was a belief that faculty and student morale would be improved by an enriched cultural life. Recognizing the importance of this concern and of this part of the college's mission, the Vice-President for Educational Affairs formed a Cultural Affairs Committee at the beginning of the 1984-85 academic year. This committee brought together representatives from the Community Gallery of Art, housed in the Learning Resource Center; Student Activities; and the academic divisions. In the combination of these three groups, the college has a committee that represents all aspects of its cultural life. Thus, CLC has begun to take an integrated approach to planning its cultural activities.

The Performing Arts Series which has presented such musical events as the Tower Brass Quintet and guitarist John Holmquist is now presented as part of a comprehensive approach to musical programming which includes noontime concerts, and instrumental and choral concerts presented by CLC's Music Department. Speakers such as anthropologist Colin Turnbull and financial expert Joe Cappo were presented as part of a coordinated lecture series which included the noontime Faculty Forum and the Biology Lecture Series. A springtime Writer-in-Residence for April, 1985, was the poet Lisel Mueller. Also, in this coordinated approach the College of Lake County's Theatre Department's presentations are now presented in a context of other theater and dance presentations. During the 1984-85 academic year, for example, the college sponsored performances by The Northcumberland Players, the Dance Kaleidoscope, and the New World Dance Artists. All of these programs are conducted against a backdrop of art exhibits hung in the Community Gallery of Art throughout the academic year. Sponsored by the College of Lake County Foundation, the Gallery offers artists in the community, the college art faculty, and CLC students a chance to display their work. The Gallery also offers the community a chance to view the work of local, regional, and national artists.

Two special aspects of programming coordinated by the Cultural Affairs Committee deserve attention. First, since students do not live on campus and tend not to return evenings for special programs, the Cultural Affairs committee experimented with a noontime series of events for day students. Entitled "Brown Bag Specialties of the House," this series included pop, folk, and jazz concerts as well as faculty presentations on cathedrals and chateaux of France, the American landscape, and stories of American folklore. These events were well attended and will be presented again next year. Second, the Cultural Affairs Committee has presented and will continue to stage some of its events in various parts of the community. The Dance Kaleidoscope of Indianapolis, for example, was presented in the Genesee Theatre in Waukegan. The committee also sponsored the jazz band Free Flight as part of Highland Park's "Focus on the Arts."

The committee is also aware, however, that a large percentage of CLC's students are night students and that 75% of its students are older than twenty-one years of age. As the committee plans for next year, it will work to make sure that intellectual and artistic programs exist for all students.

Faculty groups have also contributed significantly to the cultural and intellectual life of the college. The Biology Lecture Series and the Faculty Forum have already been discussed in this chapter. In addition, each semester the philosophy faculty have staged public costumed debates on philosophical questions ranging from the existence of God to the morality of nuclear weapons. For these debates, each member of the department enacts a famous philosopher, in dress, in manner, and--most importantly--in philosophy. Philosophical characterizations have ranged from Socrates to Sartre, from the Pope to Nietzsche, and from Darwin to Gandhi. Combining probing questions and serious answers with costumes and wit brings philosophy to life, typically before audiences of several hundred people.

The social science and humanities faculties have also been active in helping students to understand human relatedness and to develop an awareness of their responsibility as part of the world's community. In Fall 1984, the social science faculty presented sessions on "Nuclear Weapons: Yes or No." In Spring 1985, members of the humanities faculty worked with the social science division faculty to organize a three-day conference on Central America. Entitled "Central America: Conflicts and Directions," the conference featured a representative of the Sandanista government, academic experts from the College of Lake County and Northwestern University, followed by a U.S. State Department representative speaking in June, 1985.

Fit for Life Committee

As part of its commitment to the whole person, the college has also begun work to promote physical well being. The Fit for Life Committee was established in the Spring of 1984. Its charge is to assist in the accomplishment of the institutional goal that states the college will make efforts to enhance the general health and improve

the quality of life for its employees during the coming year. The committee consists of eight individuals who represent faculty, administrative, paraprofessional, classified and student interests.

The goals for the Fit for Life Committee for 1984-85 are subdivided into Physical, Educational, Social, and Occupational Headings. Several tasks have already been completed in each category, while others will be addressed in the spring and summer of 1985. Accomplishments include the following:

—completion of a student, staff interest survey to determine college-wide fitness needs and interests.

—upgrading the condition of the on-campus Fitness Trail.

—development of a caloric expenditure/walking chart for measured distances on CLC campus.

—scheduling workshops on health-related topics such as stress management, osteoporosis, etc.

—promotion and support of the alcohol education and referral office on the CLC campus.

—coordination of special nutritional based promotions by Gulliver's restaurant on the CLC campus.

—providing CPR modules for faculty and staff.

Quality of life at the college is an issue perhaps broader than the Fit for Life Committee's charge but there has been a significant and concerted effort to improve the health status of all those in the college community.

Alumni Relations

The College of Lake County seeks to communicate with and involve its alumni in the college's ongoing activities. The CLC Magazine is distributed to the Lake County community to keep alumni and friends acquainted with college activities. Also, in 1984, academic units were targeted for special alumni emphasis in an effort to meet the specific needs of selected alumni groups. As a result of this effort, a very successful ADN Alumni Reunion was held on March 4, 1984. A total of 75 alumni participated. As a consequence of that effort, continuing education opportunities have been developed with the Economic Development Center for ADN graduates, a lending closet of used medical equipment is being considered, and social functions to meet the need of alumni have been planned by the ADN Alumni group which is now meeting regularly. With the success of the ADN Alumni Reunion, the college is presently determining which other alumni groups would lend themselves to a reunion in 1985.

In order to determine the on-going development of alumni and their perceptions of the strengths and weaknesses of CLC, a yearly Follow-up Survey of CLC graduates is conducted.

QUALITY OF CONTRIBUTION TO OUTSIDE COMMUNITIES

The final measure of the quality with which the College of Lake County is accomplishing its mission and purposes is the extent to which the college reaches beyond its classrooms and campus to all segments of the communities it serves. From its inception the college has accepted outreach as an important part of its mission. The last few years have seen heightened awareness of the importance of outreach and increased activity in all aspects of involvement with the communities served by the College of Lake County.

One part of CLC's service to its district is the Speakers' Bureau. Organized and administered by the College's Office of Public Relations, the Speakers' Bureau is made up of volunteers from CLC's full and part-time faculty and staff. Since 1982, the program has seen steady growth. The number of volunteers has increased from 63 in 1982 to 72 in 1985; the number of topics available for presentation from 127 in 1982 to 182 in 1985. And from 1982 to 1984, the number of presentations made annually increased from 135 to 221. The presentations have almost always been enthusiastically received. This comment from Margaret M. Blake, Director of the Highland Park Senior Center, is typical of the notes of appreciation received by the college: "Over the past four years we have called upon your Speakers Bureau for programs on many topics as well as musical programs. The quality has been outstanding and very effective evidence of the excellent College of Lake County faculty."

Starting in Spring 1985, the college will make a similar but smaller list of speakers available to area high schools. This project is part of an ongoing commitment to community college-high school articulation that is occurring in several ways. For example, as an outgrowth of the college's work in the teaching of critical thinking skills, two CLC instructors have presented workshops at two Lake County high schools. Also, for the past three years, the English Department has worked with the North Lakes Chapter of the Illinois Association of Teachers of English (IATE) to host workshops for high school and community college English teachers. Each year's activities have focused on "Improving Student Writing." In 1983 and 1984, these workshops took the form of a one-day Spring conference where teachers shared ideas during concurrent sessions, joined together for a buffet supper, and heard an evening speaker. Approximately 120-130 teachers attended these sessions. In Spring 1985, the college hosted a series of three workshops on specific topics. Featuring presentors with statewide and national recognition, such as Frank O'Hare of Ohio State University, these workshops have brought together 90-120 teachers (30-40- per sessions) who have been able to work together on a specific topic. Next year's events are already being planned by a team of high school and community college representatives.

Similar efforts are beginning in the Social Sciences. And, with the benefit of a small grant, the Open Campus Division has formed a Partnership Center for Excellence in Education to provide staff development support for Lake County public schools. The Center has

already assisted with the 1985 "Improving Student Writing" workshops. At present, the Center is working with the Lake County Superintendent's Office to sponsor a thinking skills conference for Fall 1985.

As a permanent part of its commitment to serve outside communities, the college has established two major extension centers through the office of Open Campus. Both centers, the Lakeshore Educational Center in Waukegan and the Southlake Educational Center in Highland Park, provide teaching space, coordinate classes taught at neighboring extension sites, and offer a wide range of other services.

The Lakeshore Educational Center is the larger of the two facilities. Begun as a small outreach center, the college's presence in Waukegan has evolved into a modern facility which houses classrooms, a learning assistance center, a computer lab, and community meeting rooms. Opened in 1981, the Lakeshore Educational Center (LSEC) offers basic skills, English as a Second Language, career, and college transfer classes. In addition, the LSEC supports many community functions. The College of Lake County has received approval by the Illinois Board of Higher Education to change the status of LSEC to a branch campus. With this approval, the college will be able to offer full programs at that location.

Though smaller in size the Southlake Educational Center has a large educational agenda. The Center has an active Women's Re-Entry Program as part of a more comprehensive Adult Re-Entry Program. Through the Women's Program, an internship program was begun that allows women to gain educational competence and work experience in their career areas. The Center also offers workshops to high school students and to teachers in the area. In addition to workshops, the Center coordinates the teaching of career and transfer courses which take place at area high schools and at the Highland Park Senior Center.

The College of Lake County created a Southwest Advisory Council in 1985 to serve the needs of people in the extreme southern portions of the district. A full time person has been hired to coordinate programming for Southwest Lake County, and to increase the number of activities offered in this area. For example, the college is sponsoring a performing arts series at Stevenson High School in Prairie View for 1985-86.

In the last two years, the College of Lake County has also begun to reach out to serve Lake County businesses through the Center for Economic Development.

The Center for Economic Development began functioning in Spring, 1983, with a mission to assist in county-wide development, retrain employees, upgrade employee skills, retrain and recruit business and industry in Lake County, and assist employers in their recruitment effort for skilled manpower. Since its beginning the Center has assisted twenty-nine companies, and offered 47 courses serving 650 people at companies such as Abbott Labs, Baxter-Travenol, Commonwealth Edison, Cheshire/A Xerox Corporation, and Palatine Welding Company.

A part of the Center for Economic Development, which is largely seen as a liaison between education and industry, is Cooperative Education and Placement. Placement assists approximately 3500 different companies via its 13,000 "JOBZ" listing, and through the matching of aspiring applicants to available positions, serves approximately 460 people each week. By using representatives from the business world as advisory groups, both Cooperative Education and Placement keep "in touch" with the real world and keep aware of employment trends. Cooperative Education can help provide support while the student makes the transition between education and work. Cooperative Education has had contact with over 350 employers since 1981, serving approximately 50-60 companies each semester. From an initial beginning with two engineering students, the Cooperative Education program gave 150 students the opportunity in 1984-85 to gain college credit while learning on-the-job skills.

Through all of these efforts, the College of Lake County has developed strong relationships with a large number of Lake County organizations. In one sense, a community college has no "outside" communities. Within its district, each group and all citizens are potential students, patrons, or clients. In its 16 years of existence, and especially in the last four years, the college has established a strong record of service to all of its constituencies.

CONCLUSIONS AND RECOMMENDATIONS

Based on its analysis of the question, "Is the college accomplishing its purposes?" the criterion III committee responds with a resounding "Yes." The College of Lake County is accomplishing its four fundamental purposes. The College has created programs to meet the educational and cultural needs of a variety of students, has modified and developed those programs based on substantial analysis of both changing demographic patterns and emerging student need, and has created new programs as new needs were assessed and determined. To insure that its programs are effective, the College has created governance and administrative systems and processes to coordinate, to maintain, to implement, and to analyze the ongoing viability of its programs. CLC's institutional life is thus characterized by a high level of energy and enthusiasm.

Still, it is important to the long-term health of any institution to recognize concerns and to make recommendations which will address those concerns. As a result of its work, the Criterion III Committee offers the following list of concerns and recommendations.

Quality Of Student Achievement

1. The collection and analysis of information relating to student achievement needs to be improved.

2. Program evaluation does not uniformly address the issue of student achievement in each discipline. It is recommended that this type of outcome-analysis be incorporated consistently into the program evaluation process.

3. Long-term studies should be done to ensure the effectiveness of Skills Enhancement Program and the other programs designed to improve students' basic skills.

Quality of Educational Services

1. In order to assess the College's overall effectiveness in meeting its goals, the various documents that assess outcomes should be catalogued and centrally located.

Quality of Institutional Life

1. More activities should be presented for the part-time older student through various college offices.

2. As part of an ongoing commitment to improve the quality of institutional life, communication among employee groups should be increased.

3. The College must continue to address the perception of faculty that they do not have meaningful involvement in decision-making.

4. Although the Professional Growth Center has become active in initiating and presenting programs, greater publicizing of its work is necessary, particularly in three areas: criteria for acceptance of proposals, the fact that the majority of proposals are accepted and funded, and evaluation of activities presented.

Quality of Contribution to Outside Communities

1. The College's successes in transfer and career education need to be communicated more fully to the residents of Lake County, especially those in the southern section.

2. The College should continue to publicize vigorously the advantages of cooperative education to businesses, students and faculty.

SELF STUDY

THE COLLEGE OF LAKE COUNTY
CAN CONTINUE TO
ACCOMPLISH ITS PURPOSES.

1985
COLLEGE OF LAKE COUNTY

CHAPTER FIVE CRITERION IV: FUTURE DIRECTIONS

The intent of this committee was to evaluate the College of Lake County's ability to continue to maintain its vitality in the future. The unique challenge was to review the work of the reaccreditation committees and extrapolate from them into the future. To guide this inquiry the committee raised four questions and assigned a sub-committee to each question:

1. What is the nature of the College Mission Statement and what must be done to keep it up to date?

2. What are the prospects of maintaining fiscal health?

3. Does the institutional planning process provide a mechanism for meeting future needs?

4. What are future trends that may be affecting the institution and are we able to understand those trends?

The members of the committee began meeting as a whole in December, 1984 and continued to meet twice monthly through April, 1985. The subcommittees met independently on alternate weeks. An effort was made to attend the meetings of the other criterion groups so that critical issues could also be addressed in Criterion IV. At regular intervals the sub-committees reported to the committee of the whole for the purposes of reaction and discussion.

SUBCOMMITTEE ONE: COLLEGE MISSION

Three subcommittee members worked with Criterion I committee members directly evaluating mission documents and focusing on the stability of the mission statement and its ability to encompass new needs and objectives. They interviewed top level administrators and reviewed previous North Central Evaluation Reports.

The mission statement underwent a major change in 1980, and a sentence was added in 1983. The revisions reflect more detail and objectivity. Several themes were retained. The college will:

1. provide flexible curricular offerings for people with diverse educational goals.

2. provide counseling, advisement, and basic skills support.

3. provide career and baccalaureate oriented curricula, and

4. provide leadership in the cultural,intellectual, and economic life of the district.

The current mission statement more specifically identifies the goals and purposes of the major areas of the college: baccalaureate education, career education, adult and continuing education, and liberal education.

Questions about the mission statement's ability to deal with future directions arise not in the limitations of the mission statement itself but in the categories established by the subtopics. These separate categories reflect the historic organizational structure of the college; however, the current reality of college life suggests that there is thorough integration of these areas. For example, it has become clear that the entire college serves adults who are continuing their education in a variety of ways not just through adult or continuing education classes. In a related example, educational opportunities beyond the traditional classroom experience may cross over several disciplines and are expanding into more subject areas through telecourse offerings, self-directed modules, and field courses. Similarly, the emphasis placed on liberal arts by revising college graduation requirements in 1985 reflects the importance of a liberal education as a part of the entire learning experience at the college.

The college serves the needs of people in a variety of ways. It provides a preparatory program for people who wish to pursue an associate degree or career certificate but do not possess the skills to do so. These people gain sufficient skills through basic skills and adult education classes. These courses are also available to any student seeking cultural enrichment or returning to school for job enhancement, re-entry, or career change. For those who do not wish to pursue full degree courses or specific programs to achieve their goals, the services of the Center for Economic Development and Continuing Education are available.

One of the conclusions reached by the criterion four committee is that as the college grows and changes, evaluation of the mission statement should take place on a regular basis as is done with budgeting and goal setting processes. Adhering to the guidelines of the mission of the college can ensure that the future needs of the community will be met. Emphasis on the integration of philosophical premises with actual programs, and a regular review of the wording of the mission statement, will enable the college to accommodate the changing needs of the public.

SUBCOMMITTEE TWO: FISCAL MANAGEMENT

This subcommittee worked closely with Criterion II committee and reviewed some of the same financial planning documents. The focus of this committee, however, was to analyze the ability of the college to maintain fiscal health and to understand the nature of financial planning. Prior to fiscal year 1984/85, the college had revenues that grew faster than expenditures, thus creating positive ending fund balances.

During the past twelve months the college has experienced a reduced demand for its services and programs, perhaps because of an improved economy, maturation of the baby boom generation, and changing community needs. The college's financial picture reflects this slowdown, and as a result, the current level of revenue growth will be reduced. Therefore, consideration must be given to reducing expenditures so that they match the reduction of revenue growth.

The current operating budget for the college is $16,391,931. The primary sources of revenue are the district levy, student tuition and fees, state apportionment, and investment income. Although these sources of income seem secure, modification or changes in these sources could have a negative impact on the future financial picture of the college. Changes in state apportionment funding, radical cuts and changes in student aid, replacement of real estate tax with state income tax, private industry filing objections through local and state property review boards, and alterations of the internal and external college environment could affect the college's future opportunity for continued growth.

Although the college has experienced increases in the operating fund since inception, it must continue to develop financial strategies to offset the possibilities of shrinking revenue if this trend is to be maintained. The recent CLC bond issue is an example of innovative financing which will allow the construction of an educational facility without an increase in real estate taxes. Currently, college officials do not anticipate a tax referendum, but if the need arises, one can find encouragement from the fact that two other community colleges have recently passed rate referendums.

FINANCIAL PLANNING. Financial planning is an administrative responsibility which is fundamental to the success of the college. The president, in his 1983 report on financial planning and budget development, outlined five major goals which shape the budgeting process at CLC.

These goals are:

1. to insure the continued solvency and security of the institution.

2. to maintain and enhance the quality of our programs and services. This is our foremost responsibility to our students who are paying tuition and come to us in the hope that their investment shall be worthwhile.

3. to avoid reduction-in-force and retrenchment of viable programs for financial reasons. This is a matter of institutional commitment to the college staff who serve the institution well and to the sponsoring community which depends upon the college to offer the programs it needs.

4. to maintain a strong developmental posture. Transition in the work force has profound implications for community college development; hence, investment in new technology and facilities is essential in order to maintain viable programs.

5. to strive for greater cost-efficiency and conservation of resources, without sacrificing quality.

While CLC is in a relatively good position to achieve these goals of financial planning, it is subject to the same forces which are shaping community college support for the next few years. The college

must continue to attempt to positively influence that support at both the state and local levels. From this view, annual budgets can no longer be regarded as annual affairs; a longer term perspective is essential.

CLC has a financial planning framework which attempts to balance the needs and values of the institution and relate them to the budget process. The budgeting process at the College of Lake County embraces both accounting and management functions. It includes short term goals/objectives which replace hunches and intuition with a solid base for the development of current budgets. It uses a three year cycle to assess the needs of the previous year, the current year, and the year ahead. Because of the timing of budgeting and goals setting, the budget may be completed before institutional goals have been formulated for the coming year. The committee therefore feels that to gain a broad perspective for annual budgeting, formulation of institutional goals should be coordinated with the annual budgeting process, particularly if there are budgetary implications to such goals.

The budgeting process begins in December of each year with the first draft of the budget reviewed by the Board in April and approved in July. The budget planning begins at the program level, and proceeds through an orderly process until it is approved by the Board of Trustees upon the recommendation of the College President. Budget expenditures are accounted for at the program level and are made available to staff and the Board of Trustees on a monthly basis. Periodic reports on progress against budget can be obtained daily on computer terminals.

Complementing the budgeting and accounting systems is the asset management program. The approach to the accounting of assets utilizes an on-line capital inventory system with its record keeping and reporting capabilities. Another important component is the service of a professional appraisal company which provides an inventory of facilities and equipment. They establish the purchase and replacement costs and provide certified values for insurance purposes.

Purchasing is initiated at the cost center level, approved by the appropriate administrators and referred to the purchasing agent for further review and processing. All items $3,000.00 or more are subject to a bidding process with a minimum of three bids required for making a decision to purchase, and are presented to the Board of Trustees for approval. Items below $3,000 which have the approval of the appropriate program supervisor and vice president are subject to a quote process rather than the bidding process. All these items are reflected in the reports that are submitted to the Board of Trustees.

Operating funds are invested to maximize their investment potential. A daily cash flow is maintained to determine the availability of funds to invest. The majority of the college's funds are invested in perfected repurchase agreements. These agreements offer the advantage of an in-and-out investment on a daily basis, and are collateralized at 110% of par value. The collateral for perfected repurchase agreements is maintained in an account in the college's

name at the LaSalle National Bank in Chicago. This procedure using a third party bank provides additional security for the college's investment program.

In order to provide an assessment of both the present and future needs of the college, the College of Lake County has a financial model that attempts to plan for three years. These advance budget predictions are based upon planning assumptions such as yearly fluctuations due to the changing equalized assessed valuation, tuition revenue, student enrollment and the State aid formula.

Our planning model provides the capability of "what if" simulations. For example, what if financial projections of the college cannot keep pace with the future needs of the college? What can the college do to attempt to gear up to the changing needs and to avoid some serious financial problems? The college would need to review the following items and consider the following concerns to obtain a strategic plan for each scenario.

1. Review manpower requirements--too many people erode operating revenue if they are not absolutely necessary. But, too few may preclude meeting students' needs and thus create an adverse effect on the college's growth.

2. Plan, monitor and control overhead expense.

3. Consider the allocation of fringe benefits for maintenance and custodial personnel to the maintenance fund.

4. Aggressively pursue opportunities in the investment market to provide more revenue.

5. Consider recommending a property tax increase.

6. Raise tuition to offset projected budget shortfalls.

7. Use funds from Contractual Services and Programs to supplement the Educational Fund. (For example, in 1984-85 the strain in our operating budget was eased by using funds from Contractual Programs for the funding of one time major purchases.)

While the model assumes that conditions currently affecting the college will be similar in the future, it does not ignore the possibility of change in the external environment. Although we know the future will be different from the past, the model attempts to forecast how much revenue will be received from the various sources by simulating a variety of expenditure options. Thus, the college can identify ways to cut costs, which in turn allows the college to better adjust to the changing environment.

FINANCIAL STATEMENTS. The college operates in accordance with policies and procedures. Although errors may occur, controls provide reasonable assurance that material errors and irregularities will be prevented or promptly detected and corrected. This system is monitored by the college's business staff and reviewed by independent

accountants. The Board of Trustees exercises its responsibility by reviewing the college's financial, purchasing and accounting practices at monthly board meetings.

Presently, the college's financial condition is excellent because financial planning and management are being carried out successfully.

SUBCOMMITTEE THREE: INSTITUTIONAL PLANNING

This subcommittee evaluated the functional vitality of our institutional planning process. Included in the review were the methods utilized to identify goals, problem solving mechanisms, implementation methods, and evaluative procedures. The information was gathered in two ways:

1. Interviews were conducted with faculty, staff, and key administrators.

2. Documents pertaining to the Institutional Planning Process were reviewed:

   a. Agenda for the Future
   b. History of Goal Setting 1978 - 1984
   c. Administrative Goal Setting Process
   d. Summary of College Senate Major Actions and Recommendations 1984
   e. Annual Reports 1978 - 1984
   f. Program Evaluation Summaries
   g. Financial Planning and Budget Development

GOAL IDENTIFICATION. Strategic/financial planning at the College of Lake County is essentially a "top-down" planning function. This type of planning sets the parameters for other aspects of planning and consists of a continuing series of documents rather than a single "master plan." Operational goals are not set but major trends and factors are identified. Finally, strategic planning identifies resources and strategies to deal with new objectives and potential problems.

Operational planning is more of a "bottom-up" process. It occurs at all levels of the organization. Each administrator is responsible for determining specific goals and objectives which are time targeted and evaluated on a yearly basis. This process of determining goals, as well as the continuous planning for each unit is done through consultation and participation by all employees involved in the unit. For example, within the academic divisions, in addition to formulating goals, discipline units are involved in curriculum revision and planning on an ongoing basis. This consultative and evaluative process ensures the viability of programs and services.

Other college mechanisms for identifying trends exist via the General Advisory Council, Advisory Committees, College and Student Senates, and the Institute for Special and Contractual Programs.

Surveys provide yet another way of identifying strengths and concerns. Examples include the Gallup Surveys, Student Follow-up Surveys, and Environmental Surveys of different groups in the College.

PROBLEM SOLVING. Many different groups are directly involved with problem solving at the College. In addition to the identified job responsibilities of administrators, faculty, and staff, several composite groups have been formed for this purpose. These include committees appointed by the President, College Commissions, and Task Forces appointed by the College Senate. Problems are also discussed and strategies emerge in Discipline Meetings, Division Meetings, Instructional Council and Executive Councils.

IMPLEMENTATION OF STRATEGIC/OPERATIONAL PLANS. Information accumulated through strategic and operational planning is distributed in various ways to members of the college community. The Public Relations area has responsibility for publicizing information about the College and distributes an internal bi-weekly newsletter, Connections, as well as the CLC Magazine. Administrators further distribute specific information as it applies to their unit via additional hand-outs, meetings, or through conversation. Formal faculty, administrative, and staff orientation meetings also facilitate information distribution.

Implementation of strategic/operational plans may sometimes require a restructuring of the college community. Enrollment management provides a good example. Enrollment management pervades nearly all areas of the college. However, this pervasive nature presents an organizational development problem. Two approaches or models have been considered. The first delegates to academic departments the major responsibility for contacting prospective and former students, developing recruitment literature, solving attrition problems, and maintaining contact with students. This strategy would emphasize faculty as the major manager of enrollment in their programs. A second model centralizes the responsibility in Student Services (Admissions, Financial Aid, Counseling). A central steering committee charged with establishing goals as well as directing the overall enrollment management effort would be appointed. Specific tasks would be assigned to individuals or offices, and patterns of cooperation among diverse groups would have to be established. In either case an important role would be played by the Offices of Institutional Research and Public Relations.

A composite of these two models has been adopted at the college and has been implemented. An enrollment management team consisting of the Dean of Student Services, the Director of Public Relations and the Assistant Director of Admissions and Records has been established. Although implementation responsibilities have been localized in Student Services and Public Relations, the role of the faculty as the direct contact for retention and most effective recruiters is fully recognized in the matrix model envisioned.

Since the inception of the Enrollment Management Plan at the college, numerous activities have been initiated to help us achieve our goals of recruitment and retention. A report citing these

activities was distributed in May, 1985 by the Enrollment Management team. These activities are designed to meet three objectives: to stimulate registration, to recruit high school students, and to retain current students.

One example of an immediately effective action to retain students is that instructors are now notified on a weekly basis of students who have added or dropped from each class. Thus, faculty can contact them immediately for the purpose of retention. Another important element is a proposed inquiry-response process to actively recruit a higher proportion of students from high schools, using data from high schools on juniors and seniors.

The enrollment management process can help shape the college's future. Whether enrollment is declining, stable, or increasing, the college must plan on a continuing basis to effectively respond to changing needs. The process incorporates assessment of needs, analysis of data and establishment of objectives, strategies, and college unit tactical activities. As the process is applied systematically on an ongoing basis, the college will be able to anticipate and respond to conditions which, if not corrected, could adversely affect academic disciplines and the overall college enrollment.

EVALUATION AND MODIFICATION. Program evaluation provides a good example of how the evaluation and modification of problem solving occurs at the College.

In 1982, the College of Lake County instituted a quantitative model for the analysis of costs relating to its academic programs, (EECA). In 1983, that model was integrated into a comprehensive system of qualitative program review and evaluation. This system was developed by faculty and administrative staff, approved by the College Senate, and implemented during the 1982-83 academic year. A number of programs were evaluated in 1983-84, and 1984-85. The system provides for cost and enrollment data analysis; review of program and course objectives; and surveys of students, graduates, and employers. The outcome of each review is a set of recommendations approved by divisional curriculum groups and the college's Curriculum Commission. Complete evaluation reports are on file in the college's Office of Career Programs, Planning, and Evaluation. All programs are evaluated on a 5 year cycle. This evaluation process provides evidence that CLC is meeting state mandated (ICCB) guidelines.

CONCLUSIONS. The Institutional Planning process at the College of Lake County shows the flexibility and adaptability necessary to adjust to both internal and external change. Projects such as the revitalization of the Liberal Arts and Sciences, Writing-across-the Curriculum, Critical Thinking Skills, and changes in graduation requirements illustrate recent academic adjustments. Similar needs in admission and basic skills, staff development, and planning for new programs were approached decisively, and specific recommendations for change were adopted in the Skills Enhancement Program. The Professional Growth Center now provides funds for and coordinates staff, faculty, and administrative development. New approaches in

vocational/technical education were taken, especially in the utilization and adaptation of computer systems.

The college has continued its extensive involvement in contractual programs and inter-institutional agreements. A new development has been the establishment of an Institute for Contractual and Special Programs. This institute can become a model for problems common to educational institutions, military institutions, and American industry, caused by the dramatic impact of technological innovation. The institute is another outgrowth of the College's institutional planning process.

These breakthroughs made in academic development and the significant achievements in other areas were accomplished through the "strategic and operational planning approach" utilized by the College of Lake County. It is evident that these planning processes have been successful. Sufficient evidence has also been cited to indicate that these processes should be successful in the future.

SUBCOMMITTEE FOUR: FUTURE DIRECTIONS

This sub-committee was formed to look at future trends that may be affecting the institution and how well we are able to understand those trends. The sub-committee began to interview members of the college staff by using the following open-ended questions:

1. What general trends and technological trends do you see that may affect the College of Lake County?

2. What social, economic or political trends are likely to impact the College?

These general questions were followed by some specific questions on educational issues and how future trends may affect local industry. Six key educational affairs administrators were interviewed and eighteen members of the College faculty responded in written form to an open-ended survey.

The purpose of the interviews and survey was to discern future trends and critical issues, and to see if there were consistencies in the responses. Consistent responses would indicate shared understandings and hopefully a "future focus" at the institution.

Similar opinions were shared about our future and critical issues relative to changing technology. There were some differences in opinion, but certain consistent factors emerged. Most persons viewed CLC as an entity that needs to be well connected to the surrounding environment. They seemed aware of economic and technological changes occurring and wished to develop ways to respond as an institution. It was evident that the College has to maintain a commitment to change. In a strategic sense the institution must remain flexible in order to respond to a changing environment. There was a strong interest in strengthening traditional instructional areas such as basic skills and general education, but also an awareness of the need to continue to explore non-traditional areas such as partnerships with business and

alternative delivery of instruction. Of particular note was that the respondents didn't talk about specific technologies and educational programs. Instead, they chose to talk about an institutional stance toward change and technology.

The strategic planning focus bodes well for future vitality. One concern is that the committee may have contacted a select group of staff, individuals who by nature are future oriented, and that other staff may be more complacent. Even if the respondents were a biased sample, they seem to represent those individuals who are committed and will be involved in institutional change.

The specific trends observed were in three categories:

1. Technological Trends impacting CLC

   a. The workforce will demand more workers with some technical and general education skills, but only a few positions will require extremely complex, "high technology" skills.

   b. Computers are being incorporated in all segments of society. They will not be operated as a separate department or service, but will be connected to all jobs. Many workers will need "computer literacy", but they will not necessarily have to be programmers.

2. Economic, Social, and Political Trends

   a. There will be less meaningful work for unskilled and semi-skilled laborers. Technology may eliminate some jobs and force some workers into lower paying jobs.

   b. There may be a "class" of highly skilled, highly paid workers who have the talent and training for the complex high technology jobs.

   c. Lake County will encounter some limited economic and population growth. The employment growth will most likely not be in the labor intensive industries, but in the service industries and those jobs requiring some technical training.

   d. Continued uncertainty regarding political trends will make planning difficult for the college, especially as it relates to funding formulas. State support will continue to be manipulated in short-ranged cycles based on perceived employment and training needs.

3. Educational Issues for the College

   a. The college will need to continue to strengthen basic skills and general education instruction to prepare students for a technological world where constant re-training is necessary.

b. Establishment of partnerships with business and industry will enable us to keep abreast of new developments.

c. Continuing education and job retraining will be a critical educational segment. It will be necessary to provide mechanisms for workers to upgrade skills without having to recycle through an entire educational program, and to provide alternative instructional delivery systems.

d. Faculty development will become more important. The faculty will have to continually update skills and retrain into new areas as enrollment patterns change. As faculty mature, they will need to find ways to renew.

e. A continued drop in traditional student enrollments will increase the need to continue expansion into the continuing education and job retraining markets.

How does the college intend to address these trends for the future? By taking the lead in high technology, through acquisition of CAD-CAM, robotics, and automated industrial equipment, the college has acquired the resources to provide advanced skills for workers in an ever changing world. Through its commitment to the goals of computer literacy and its plans to integrate microcomputer use throughout the college, both as an aid to instruction and as an administrative and classified support service, the college is taking decisive action to accept the realities of the computer age, and to harness the power of this efficient tool.

The college has begun to take an active role in the economic development of Lake County through the formation of the Economic Development Center which seeks to enhance the economic climate of the county in order to attract new industry and retain existing industries by providing on site training and educational workshops, to assist with manpower and placement needs, and to provide assistance for increasing productivity. Future plans for impacting these economic trends include a series of partnerships with industry which can, according to University of Michigan's Richard Alfred, "build linkages in the development and marketing of technical programs, placement of graduates, design of facilities, training of faculty, and acquisition of equipment." A potential added benefit of such symbiotic relationships is that industry can provide a channel of influence to policy makers in control of government funding for education.

The college's attention to high standards as evidenced by the Skills Enhancement Program coupled with the new graduation requirements to strengthen the liberal arts and sciences, and the continuing emphasis on critical thinking skills and writing-across-the-curriculum all combine to provide the kind of broad liberal education which will meet the needs of students faced with the prospect of multiple career changes to keep pace with a changing world.

The work of the Professional Growth Center to enhance faculty development will aid the institution in the retraining and renewal of our staff. In addition, the Enrollment Management Plan will address the challenge of declining enrollments.

In conclusion, the future focus of the college staff should be adequate to maintain vitality of the institution. By maintaining the strategic planning approach, the college will retain its ability to be flexible and respond to rapidly changing needs.

CONCLUSIONS AND RECOMMENDATIONS

In analyzing the work of all four criterion groups, several conclusions emerged that have particular relevance.

1. The College of Lake County is in general good health and has an excellent future potential. The college has an emphasis on careful strategic planning, the fiscal resources are being managed responsibly, the local economic growth potential is good, and the institution is taking measures to meet potential problem areas such as the enrollment decline. This belief in institutional health is reflected in the Institutional Functioning Inventory which showed that both faculty and staff had mainly positive feelings about the institutional environment.

2. There is a need to better coordinate and directly connect mission and development of departmental and institutional goals with the budgeting process. Persons at all levels of the College need to feel a real involvement in institutional priorities and the determination of budget. This may require citing mission and departmental goals as budget items are requested. Those items consistent with institutional goals may receive preferential treatment. It may also be beneficial to involve more levels of the institution in the longer range budget planning (1-3 years) process.

3. There is a need to again address the issue of college governance. and the perception, particularly among the faculty (see IFI survey), that our system of collegial governance needs improvement.

4. Related to the issue of college governance is a concern for improving communication throughout the institution. For example, all faculty gather together at the outset of each semester, during the orientation week for the purpose of communication of institutional goals and directions. However, as the semester progresses, because so many activities and varied groups exist within the college, the timely communication of information to all interested employees becomes increasingly difficult. The issue of improving communication, both of changes in institutional policies, goals, or directions, and of events, activities, and new developments, is a concern that will need to be addressed in order for the college to continue to grow and function to its fullest potential.

5. Decreases in FTE have reduced traditional revenue, and it is likely that this trend will continue. It is important that the school continue to respond to changing enrollment patterns by seeking new markets and developing alternative programs. Institutional responses to date have been very positive, as seen in: initiation of an enrollment management effort; establishment of an Economic Development Center; development of contractual educational programs; operating educational service centers in several locations; and by establishing various partnerships with local industry.

6. The college will have to address several serious issues involving staffing due to technological change and shifting enrollment. Updating and retraining of existing staff, and replacement of retiring staff must be considered.

7. The college must be careful not to lose sight of its basic mission as it moves into new instructional areas. The college has always provided a solid foundation in basic skills and general education, and it is important to fully maintain these areas. All academic programs rely on students having adequate skills.

CHAPTER SIX SUMMARY AND CONCLUSIONS

The College of Lake County began its self-study process in October 1984 with the appointment of the Steering Committee, the Self-Study Coordinator, Dr. Virginia Thompson, and the Editor, Dr. Judy Rosenberg. Four Criteria Committees were formed, comprising a broad cross-section of faculty, administrators, para-professionals, classified staff and students. These Criteria Committees were charged with gathering data, surveying faculty and administrators, and writing preliminary reports from November to April.

Concurrently, the steering committee developed an outline for the self-study document and a time-table for completion of tasks, which was mailed to the North Central Association in December. The President's office issued a paper charging all staff to become involved and requesting all administrative units to prepare an analysis of mission, resources, and future directions.

The Criterion I Committee examined the college mission for clarity, completeness, and appropriateness, completed its task in the Fall and submitted its report in January. Criterion II Committee, which had the largest task and therefore the most members, divided into subcommittees to prepare reports on physical facilities, financial resources, human resources, services, and organizational structures. Criterion II Committee submitted the bulk of its reports in March.

Criterion III Committee gathered considerable data to analyze how effectively we are accomplishing our purposes, in terms of measurable outcomes. Criterion III Committee completed its report in May. Meanwhile, faculty, administrators and students were surveyed to assess some perceptions on the quality of institutional life. This data was reported in a Fact File from the Office of Institutional Research and is also summarized in the report from Criterion III Committee.

Criterion IV Committee was asked to determine whether the college's planning processes and institutional stability were adequate to meet the challenges of the future. This committee worked together with the other three committees and submitted its report in May 1985.

Throughout the spring semester of 1985, as each criterion committee completed its report, summaries were distributed to the entire college community with space for comments and suggestions. Feedback from these newsletters was incorporated into the revised reports, along with suggestions gathered at a presentation made to the College Senate in March, and at a strategic planning workshop in May. From May to August the steering committee revised rough drafts of the six chapters composing the self-study document: Introduction, Mission, Resources, Accomplishments, Future Directions, Summary/ Conclusions. The steering committee developed the conclusions to be included in the final chapter. Rough drafts were circulated to the college as a whole in Fall 1985, for corrections, revisions, and feedback; and the editor of the self-study made a presentation to faculty and staff during Orientation Week, seeking additional input.

CRITERION ONE

"The College of Lake County has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution."

The committee found that the College of Lake County has not only a clear, consistent, appropriate mission statement, but also a clear sense of that mission. The mission statement at the college was developed in 1980 and revised in 1983 to reflect both the general philosophy of the college and the specific purposes and goals which guide its operation. Great care was taken in the development of the mission statement to insure that broad statements of philosophic intent were supported by detailed goals for the five specific areas described: variety of learning opportunities within a close community atmosphere, baccalaureate transfer curricula, career curricula, adult and continuing education, and an emphasis on critical thinking and communication skills within the context of a liberal education.

The college goes beyond simply publicizing its mission statement in a catalog. It uses the mission as a guideline for determining the appropriateness of new ventures, and it requires all units of the institution to set annual goals based on that mission. Evaluations of programs, of staff, of services, and of organizational structures begin with an analysis of mission. The College of Lake County is thus mission oriented. From this perspective, it is perhaps not surprising that the readability of the mission statement came into question during the course of the self-study. As educators, we wrote the mission statement to our own high standards: an analysis reveals its readability level at the college graduate level (16th grade). The committee recommended a revision to take into consideration the reading levels of our students.

Another recommendation by the committee was to consider adding specific goal statements to encompass new areas of college development such as our current emphasis on professional growth and public service activities, economic development and contractual programs. The recently formed Institute Advisory Council reviews all proposals for contractual programs to insure their compatibility with the mission of the college. The board approved guidelines for this purpose are described in the chapter on mission.

CRITERION TWO

"The College of Lake County has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

The twenty-seven members of Criterion II Committee examined the resources of the college in terms of governance and administration, human resources, financial resources, physical facilities, educational programs and institutional services. Their reports indicated that the college is in an excellent position to carry out its mission. The college benefits from a dedicated faculty and staff, a cooperative board of trustees, an expanding physical facility, a strong financial situation, and high quality educational programs and services.

STRENGTHS

Among the strengths identified by the committee were:

1. An exceptionally fine working relationship between the Board of Trustees and the President of the college. A high degree of mutual trust and respect, stability and teamwork characterize this board, enhancing their effectiveness. The board has a clear understanding of its policy making role, and leaves operational functions to the administration.

2. A well qualified, dedicated faculty with a strong commitment to their students, and a long-term commitment to the institution. Most faculty (61%) have been with the college for ten or more years, and 93% of the faculty are tenured.

3. A good, stable financial position at the present time because of strategic planning and skillful financial management.

4. A modern, well-maintained physical facility which is in process of expanding to meet the college's future needs. Of special note are the excellent library facilities, collection, and services offered by the learning resource center, which is further enhanced by the learning assistance center, micro-computer lab, community gallery of art, and audio-visual services. Additional facilities which have improved the institutional environment are the gymnasium and exercise room, the child-care center, and Gulliver's food service.

5. A commitment to advanced technology which includes equipment that is state-of-the-art in computer assisted design and computer integrated manufacturing, a new 16 ft. satellite receiving dish to expand the range of teleconferences and programs, new educational programs such as Software Development and Micro-Computers for Business, and a plan to introduce micro-computers throughout the college with office automation and computer accessibility in all areas to assist instruction.

6. A commitment to serve the people of District 532 by providing viable off-campus facilities and educational experiences. This has been enhanced by the Illinois Board Of Higher Education (IBHE) approval to change the status of Lakeshore Educational Center to a branch campus. This change in status will allow students in the Waukegan area to complete degree and certificate programs at LSEC.

RECOMMENDATIONS

1. Due to the number of positions reporting directly to the Vice President of Educational Affairs, the committee recommended that the administration consider either reinstating the Dean of Instruction position or restructuring the authority and the decision-making process in such manner as to enable the vice-president to be more involved in long-term planning. The committee further suggested that a greater in-depth analysis should be conducted prior to the implementation of any action.

2. The college has experienced a decline in enrollment which may be due to an improved economy, maturation of the baby boom generation, and changing community needs. Based on these trends, manpower, expenditures, and revenues must be closely monitored.

3. Although the college has made a significant investment in facility improvements, there remain shortages of space. The committee recommended that with the completion of the new module and its reallocation of space, a new comprehensive master plan should be drawn. Such a plan can address space allocation for areas with inadequate space such as welding, refrigeration/air-conditioning, auto-mechanics, college grounds and student services. It can incorporate the newly envisioned performing arts center. Special attention should be given to finding a central location for Health Services. The locker rooms and showers in Building Seven should be improved, the parking lots and sidewalks should be resurfaced, and signs on and around the campus should be increased.

4. The Gallup Poll indicated a need to increase visibility of the College of Lake County in the southern portions of our district. The college has sponsored a number of cultural events in this area and maintains an excellent Women's Center program through the Southlake Educational Center. Continued efforts to reach this segment of the district should be maintained.

CRITERION THREE

"The College of Lake County is accomplishing its purposes."

This committee examined the degree to which the college is accomplishing its purposes by assessing the quality of four areas: the quality of student achievement, the quality of administrative and educational services, the quality of institutional life, and the quality of contribution to outside communities. The committee found that the College of Lake County is accomplishing its fundamental purposes. The college has developed programs to meet the educational needs of a variety of students, and has modified existing programs, or created new programs based on substantial analysis of changing demographic patterns and emerging student needs. As a result of these efforts, student achievement is high, institutional life is characterized by energy and enthusiasm, and contribution to the community has been meaningful.

STRENGTHS

Among the strengths identified by the committee were:

1. A high level of success for our students transferring to four year colleges and universities. Based on graduate follow-up surveys, data supplied by the four-year universities, and community surveys such as the Gallup Poll, students who transfer from College of Lake County to four-year institutions have excellent preparation for academic success. Indeed, our transfer students maintain higher grade point averages than the native students in almost every instance.

2. A high level of success for career education students as measured by the Gallup surveys, graduate follow-up studies, and independent accrediting agencies in specific fields.

3. High achievement by students in basic skills and adult/continuing education programs.

4. Effective development and evaluation systems for faculty including an innovative mentor system for part-time faculty, and an active Professional Growth Center with financial support to fund faculty and staff development activities.

5. Innovative college-wide projects such as writing-across-the-curriculum and critical-thinking-skills, along with an enriched cultural arts program, which have combined to enhance the quality of institutional life for both students and staff.

RECOMMENDATIONS

The committee recommended that:

1. The collection and analysis of information relating to student achievement needs to be improved.

2. Program evaluation needs to uniformly and consistently address the issue of student achievement in each discipline.

3. Long term studies should be undertaken to insure the effectiveness of the new Skills Enhancement Program and related efforts designed to improve students' basic skills.

4. The various documents used to assess outcomes should be catalogued, centrally located, and made more accessible.

5. More activities should be presented for the part-time older student.

6. Communication among employee groups should be increased.

7. The college must continue to address the issue of democratic governance. The College Senate is seeking to improve not only its performance but also the faculty's perception of its potential for accomplishment. Greater efforts of communication and cooperation are needed to change the perception by some of the faculty that their opinions are not sought early enough in the decision-making process, and that their ideas are not always taken seriously.

8. The Professional Growth Center, which has accomplished a great deal in its first year, needs to publicize criteria for acceptance of proposals, the level of funding for those proposals, and the evaluation of the activities presented.

9. The college should communicate more fully to the residents of the southern sections of Lake County its high level of student success in career and transfer education.

10. The college should continue to publicize vigorously the advantages of cooperative education to businesses, students, and faculty.

CRITERION FOUR

"The College Of Lake County can continue to accomplish its purposes."

Criterion IV Committee determined that the institutional planning processes at the College of Lake County show sufficient flexibility and the adaptability necessary to adjust to both internal and external changes. Evidence of recent academic adjustments to respond to changing needs have included the changes in graduation requirements; the new admission, advising, and testing procedures encompassed in the Skills Enhancement Program; writing-across-the-curriculum and critical-thinking-skills projects. Other recent developments which demonstrate adaptability and strategic planning include the creation of an enrollment management plan to recruit and retain students in the face of declining enrollment; the emphasis on retraining and revitalizing of our maturing faculty through the funding of the Professional Growth Center; and the innovative partnerships with government and industry that the college has fostered through contractual programs and services.

Some of the conclusions reached by the committee are:

1. The College of Lake County is in general good health and has an excellent future potential. We have an emphasis on careful strategic planning, the fiscal resources are being managed responsibly, the local economic growth potential is good, and the institution is taking measures to meet potential problem areas such as the enrollment decline.

2. There is a need to better coordinate and directly connect mission and development of departmental and institutional goals with the budgeting process. Persons at all levels of the College need to feel a real involvement in institutional priorities and the determination of budget. This may require citing mission and departmental goals as budget items are requested. Those items consistent with institutional goals may receive preferential treatment. It may also be beneficial to involve more levels of the institution in the longer range budget planning (1-3 years) process.

3. Related to the issue of college governance raised earlier by Criterion III, is a concern for improving communication throughout the institution. For example, all faculty gather together during the orientation week of each semester for the purpose of communicating institutional goals and directions. However, as the semester progresses, because so many activities and varied groups exist within the college, the timely communication of information to all interested employees becomes increasingly difficult. The issue of improving communication, both of changes in institutional policies, goals, or directions, and of events, activities, and new developments, is a concern that will need to be addressed for the college to continue to grow to its fullest potential.

4. Decreases in FTE have reduced traditional revenue, and it is likely that this trend will continue. It is important that the school continue to respond to changing enrollment patterns by seeking new markets and developing alternative programs. Institutional responses to date have been very positive, as seen in: initiation of an enrollment management effort; establishment of an Economic Development Center; development of contractual educational programs; operating educational service centers in several locations; and by establishing various partnerships with local industry.

5. The college will have to address several serious issues involving staffing due to technological change and shifting enrollment. Updating and retraining of existing staff, and replacement of retiring staff must be considered.

6. We must be careful not to lose sight of our basic mission as we move into new instructional areas. The college has always provided a solid foundation in basic skills and general education, and it is important to fully maintain these areas. All academic programs rely on students having adequate skills.

GENERAL CONCLUSIONS

The steering committee concluded that among all the strengths and concerns identified by the various committees, there were some broad conclusions that needed to be emphasized. These are listed below:

Areas of Institutional Strength

1. We are a mission-oriented institution. Individual areas are encouraged to explore new ideas and experiment within the context of that mission.

2. We have a feeling of community; the college is a friendly place.

3. We are operating with a sound financial base, salaries are adequate, equipment is up to date, and our facilities are modern and well maintained.

4. Our students demonstrate a high level of success both in transferring to four year institutions and in reaching their career objectives.

5. There is a strong philosophical and financial commitment to staff development.

6. The college is in an excellent strategic position within the community to deliver a wide range of educational and training services. We are well respected and recognized.

7. We have the ability to change and address concerns. Note the comment in the introduction suggesting that it was hard to write this self-study since we were addressing concerns almost as fast as the committees were able to identify them.

8. Through financially beneficial contractual programs, and through innovative financial arrangements, the college has been able to fund one time capital improvements and purchases such as the new science/student services module and the automated industrial center. A portion of these funds will also be made available for staff development in 1985. Because these funds are not part of the regular, stable revenue of the college, they will not be used for normal daily operational functioning. Nevertheless, they allow the college to fund important projects without cutting back on essential services. This method of allocation is in accord with financial planning to avoid structural deficits in the college's operating funds.

9. We have an outstanding faculty and staff who are deeply committed to educational excellence and who demonstrate through their energetic approaches to learning, their willingness to experiment with new ideas, and their positive relationships with students, that the College of Lake County is a close, caring community of people.

Areas of Institutional Concern

1. Unstable and/or declining enrollments would reduce revenues and make planning difficult. We are involved in enrollment management efforts, which can ameliorate these external forces.

2. We lack adequate independent measures of student achievement.

3. We need to maintain a balance between our original, basic mission and our desire to pursue new programs.

4. We have the ability to be innovative and in many ways can be considered a premiere community college, but large numbers of persons at the institution don't believe it. We need to come up with ways to help our staff understand our stature.

5. There is a similar lack of understanding of the institutional planning process, with large segments believing that they need to be involved in all major institutional decisions. Our planning is participatory and successful, yet governance continues to be a concern for many.

6. Our staff is aging; we will have to be prepared for a major retraining emphasis as well as recruiting qualified replacements.

7. As the college implements its Skills Enhancement Program and continues to meet the needs of basic skills students, we will face a challenge of also addressing the objectives of students whose skills are exceptionally high. To this end the college has formed a committee to explore development of an honors program.

Although the self-study document has been completed, the process of self-evaluation and improvement must be a constant one. Therefore, the college has plans to address the concerns raised in this document and to implement as many of the recommendations made as possible. When the North Central site visit takes place in March, 1986, we hope that progress will have been made on many of these issues. The Self-Study has given us the opportunity to view our good points and seek out our weaker areas. It is gratifying to discover that our strengths outnumber our concerns, that our students are successfully achieving their academic and career goals, that the community we serve rates us highly and recognizes the mission and merits of the institution. We are fortunate to have a dynamic cultural and intellectual environment, a common dedication to and appreciation for excellence in education, a spirit of cooperation in our daily interactions, and a concern for the future that helps us to plan ahead, not rest on our past accomplishments. Indeed, a close scrutiny of the college reveals that we are in excellent condition to meet our future goals precisely because we refuse to be satisfied with our present situation.

APPENDIX A

PRESIDENT'S PAPER ON REACCREDITATION

COLLEGE OF LAKE COUNTY

19351 West Washington Street
Grayslake Illinois 60030
(312) 223-6601

OFFICE OF THE PRESIDENT

THE COLLEGE REACCREDITATION

Institutional self-study is one of the major institutional goals for this academic year. This goal presents the opportunity for all members of the college community to become involved in the process.

The college was reaccredited for seven years in fall 1978, expiring in 1985. The accrediting agent, North Central Association, shall send a review team for reaccreditation in December 1985 or January 1986. It is likely that ICCB shall simultaneously schedule its review for re-registration under ICCB policies and guidelines. Thus, the outcomes hold considerable importance for the status and future of the college.

Prior to the visitation, of course, it is necessary to prepare a self-study report which, in effect, becomes the application for reaccreditation. The publication of this report culminates the self-study process which also provides for the collection and cataloging of documentary materials. These are needed by the self-study committees to conduct their analysis and are also made available to the visiting team.

A steering committee has been appointed to lead the self-study, headed by Dr. Virginia Thompson. Dr. Judy Rosenberg shall serve as the writer of the final report. Other members of the steering committee shall also serve as chairpersons or co-chairpersons of the working committees, thus ensuring close liaison with the steering committee. Attached is a list of all the appointed committees.

The structure corresponds with four major criteria for reaccreditation, recently adopted by NCA. Thus, there shall be four separate sections in the self-study report; coordination is the responsibility of the steering committee.

The major criteria are well in accord with organization development strategies. Briefly, they are as follows:

Criterion 1: Missions Definition

> "The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution."

Criterion 2: Resources

> "The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

Criterion 3: Accomplishments

> "The institution is accomplishing its purposes."

Criterion 4: Future Vitality/Ability to Continue

> "The institution can continue to accomplish its purposes."

Approximately seventy persons are involved in the formal process of data gathering and analysis. Their work can represent a total effort of holistic assessment and integration which comes at an appropriate time in the college's development. Since the last accreditation, the college has progressed on several fronts, but there is a need to examine calmly and in-depth its position for meeting challenges of the present and future. While the college is currently in a sound position and can stand on its record, such problems as enrollment decline and technological change need to be addressed. The process is, therefore, an excellent opportunity.

There is a way in which the assessment can be even further extended. Also attached to this paper is a list of identifiable units, each of which has an integral group responsible for a program or service. While some of these units are already scheduled this year for an evaluation which is in accord with the objectives of self-study, others may not be. To make the institutional effort as complete as possible, I am hereby asking all units to engage in the following abbreviated analysis:

1) What is our mission (purpose)?
2) Do we have adequate resources?
3) What changes are occurring in the field (area of endeavor) which may impact our ability to continue?

This exercise means, of course, that the staff involved should come together for some dialog. It is not necessary to duplicate any processes underway which would serve the same purpose. Any questions of coordination should be resolved through normal administrative channels. If this charge is genuinely picked up, the participation can contribute to the objectives of the institutional assessment.

It could be said that the second question above, on resources, begs a negative answer. This is probably true since additional resources are continually sought and the total resource picture is finite. However, sincere consideration of the question may assist in addressing the related questions and may help as well in budget justification.

This is a strong institution. The goal of reaccreditation should be achieved without difficulty, but there is great value in using the preparation as fully as possible. While institutional self-study pursued in this manner is an ambitious goal, I am confident in our ability to achieve authentic results which highlight our strengths, identify our needs for improvement, and, in general, position the college for a positive and bright future.

J.O.H.
10/20/84

APPENDIX B

SOURCES FOR MISSION ANALYSIS

SOURCES FOR MISSION ANALYSIS

1. 1978 North Central Accreditation Self-Study (pp. 17-29)
2. Current College Mission Statement (pp. 121-122 College Catalog) revised in 1980
3. College Admission Policy (p. 7 College Catalog)
4. College Catalog - Educational Options (pp. 4-6)
   Student Life (pp. 11-13)
   Basic Skills (p. 20)
5. Summary of Educational Affairs Mission Statements
6. Administrative Charters of Responsibility
7. Public Community College Act
   ICCB Rules 1985
   ICCB General Information Brochure
8. CLC Student Resources Directory (replaced Student Handbook)
9. Agenda for the Future (prepared and submitted by J. Hunter, Spring 1984
10. Career Program Brochures
11. Institutional Goals (81-82, 82-83, 83-84, 84-85)
12. Liberal Arts Task Force Final Report - Summer 1984
13. Contractual Programs & Services Mission Statement/Institute
14. Basic Skills Final Report
15. College Policy Manual
16. Individual Unit Response to President Hunter's Request for Unit "mini" - self-study
17. Goals-Setting and Evaluation - Some Definition
18. Niagara County Community College - Academic Missions & Philosophy
19. Gallup Survey Results
20. Self-Study Guide - Questions
21. RAMP Report (ICCB)
22. Local Plan (DAVTE)

LIST OF IDENTIFIABLE UNITS TO BE INCLUDED IN MISSION ANALYSIS COMPONENT OF THE REACCREDITATION PROCESS

1. Academic Computing
2. Administrative Affairs--Office of the Vice President
3. Admissions and Records
4. Adult and Continuing Ed
5. Audio Visual and TV Services
*6. Biological/Health Sciences
7. Bookstore
*8. Business Education Division
9. Career Programs/Planning and Evaluation
*10. Communication Arts/Humanities and Fine Arts Division
11. Contractual Programs and Services--Office of the Provost
12. Contractual Programs--JTPA
13. Contractual Programs--Ft. Sheridan
14. Contractual Programs--NCFA
15. Contractual Programs--NTS
16. Contractual Programs--San Diego/Hawaii
17. Counseling Center
18. Data Center
19. Economic Development
20. Educational Affairs--Office of the Vice President
*21. Engineering, Mathematics and Physical Sciences Division
22. Physical Facilities
23. Public Safety
24. Business Services and Finance
25. Financial Aid
26. Health Services
*27. HPERIA Division
28. Highland Park Services Center
29. Institutional Research
30. Lakeshore Educational Center
31. Learning Resource Center
32. Learning Assistance Center
33. Nursing Education
34. Office of the President
35. Open Campus--Office of Associate Dean
36. Personnel
37. Placement and Cooperative Education
38. Public Relations
*39. Social Sciences Division
40. Student Activities
41. Child Care Center
42. Student Services--Office of Dean

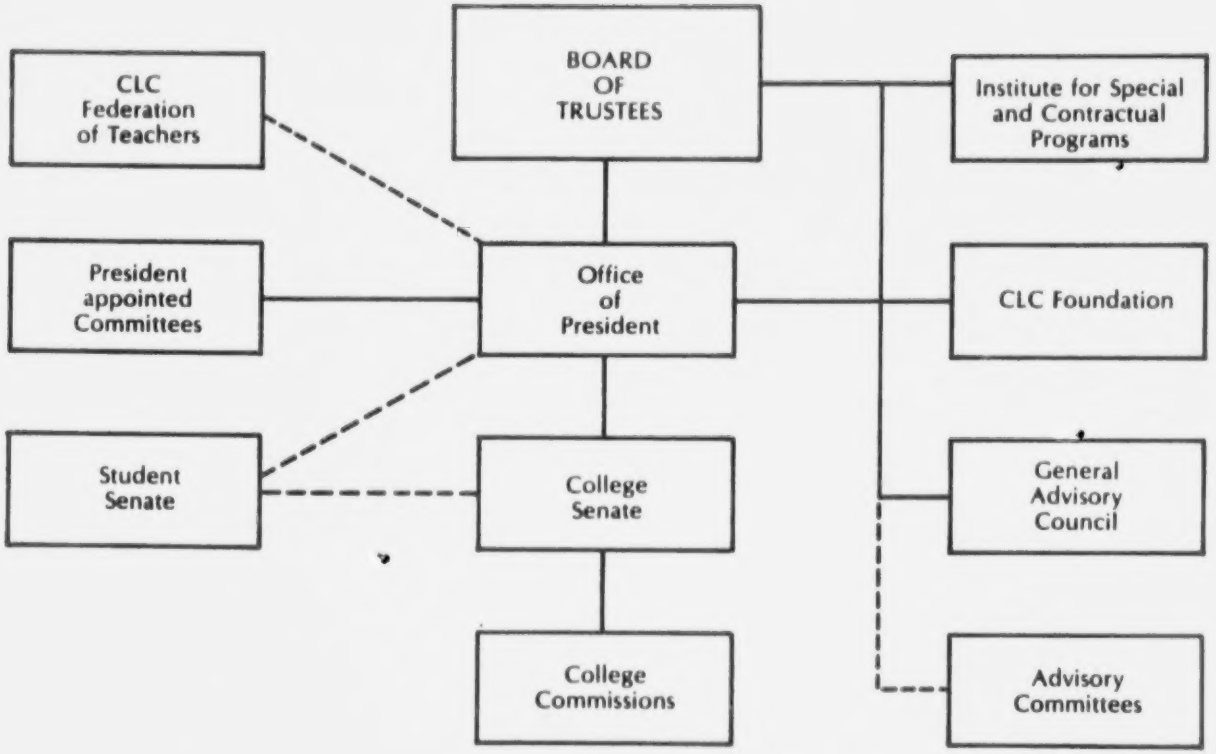
*With regard to the Academic Divisions, the main question is whether or not each discipline should be identified as a separate unit. All that would be needed is a simple listing of the various disciplines which are established at CLC.

APPENDIX C

ORGANIZATIONAL CHARTS

College
Governance

CLC Tables of Organization
-I-



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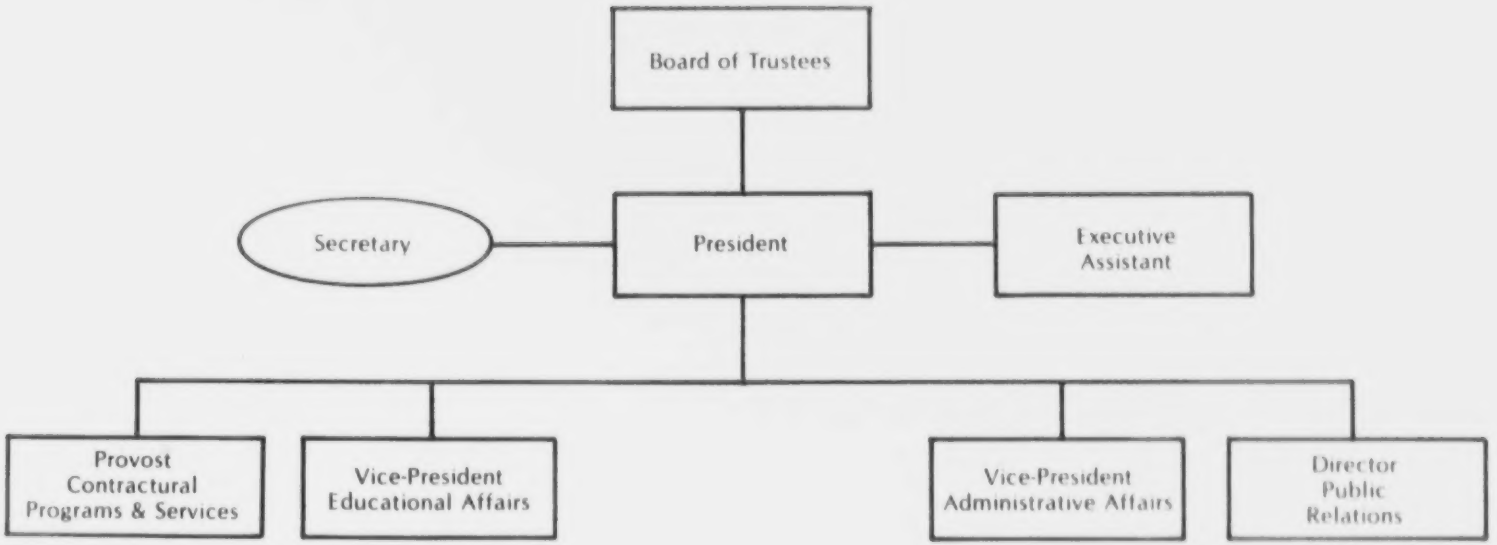
President's Office

CLC Tables of Organization
-II-



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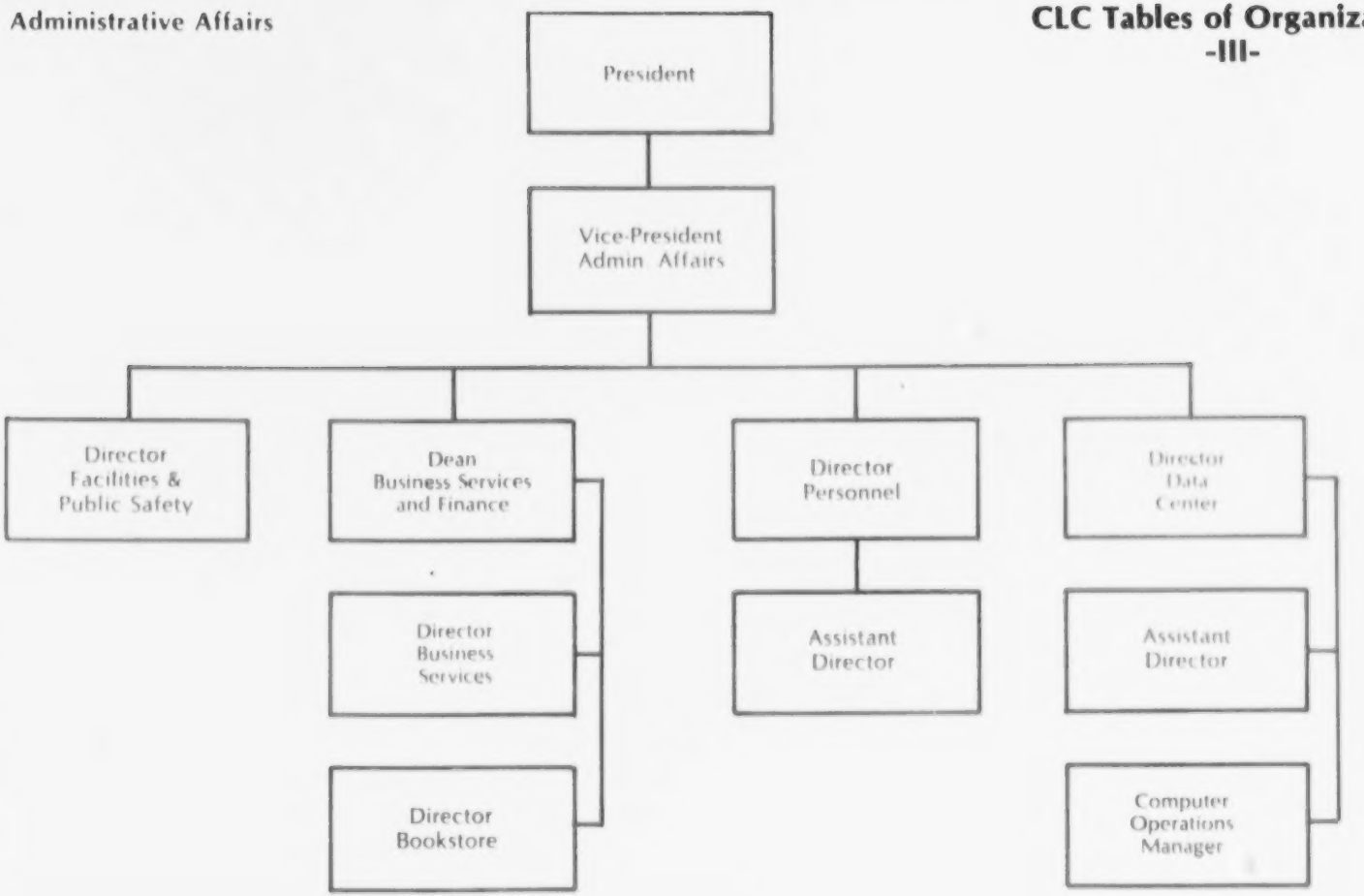
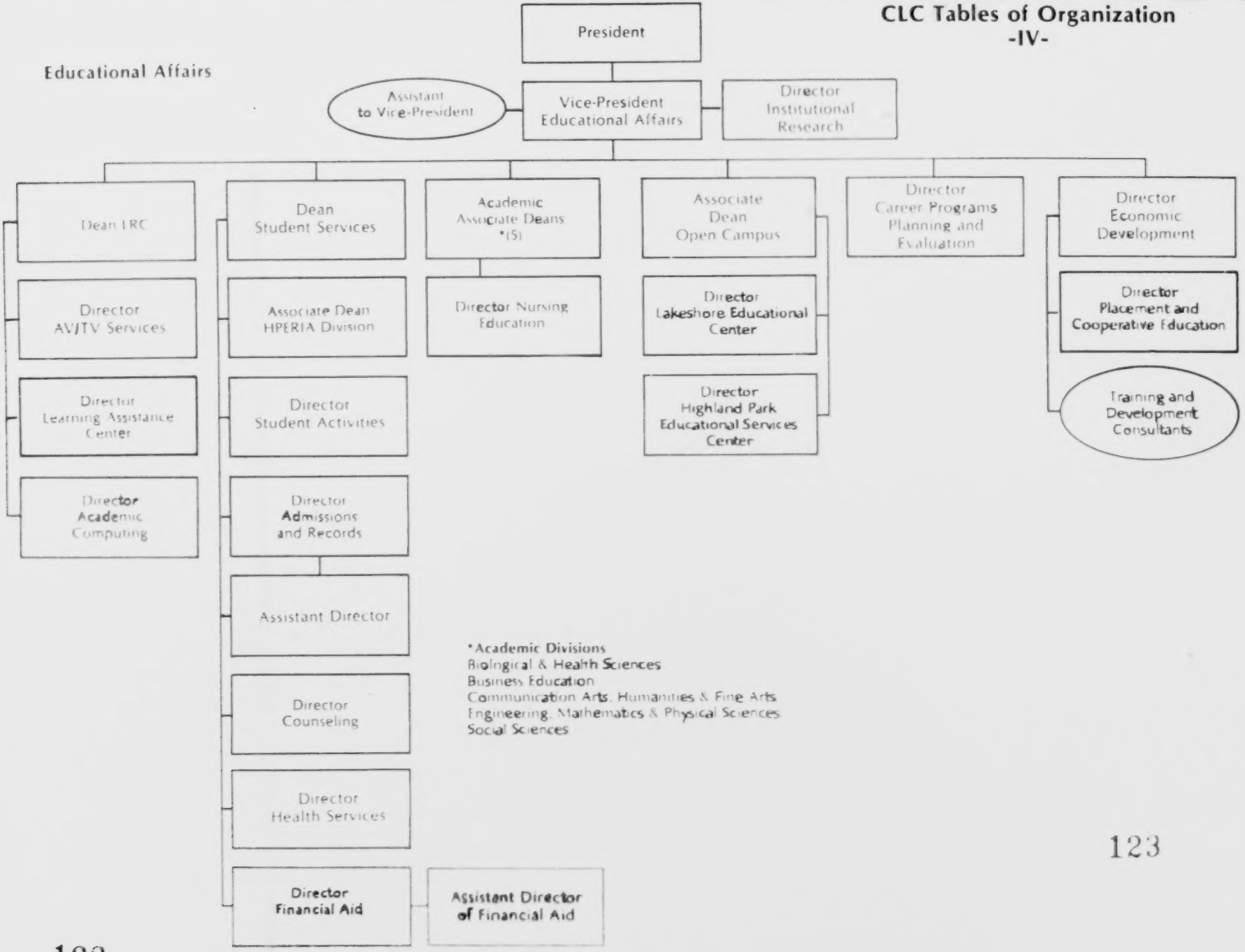

President
Vice-President
Admin Affairs
Director
Facilities &
Public Safety
Dean
Business Services
and Finance
Director
Business
Services
Director
Bookstore
Director
Personnel
Assistant
Director
Director
Data
Center
Assistant
Director
Computer
Operations
Manager

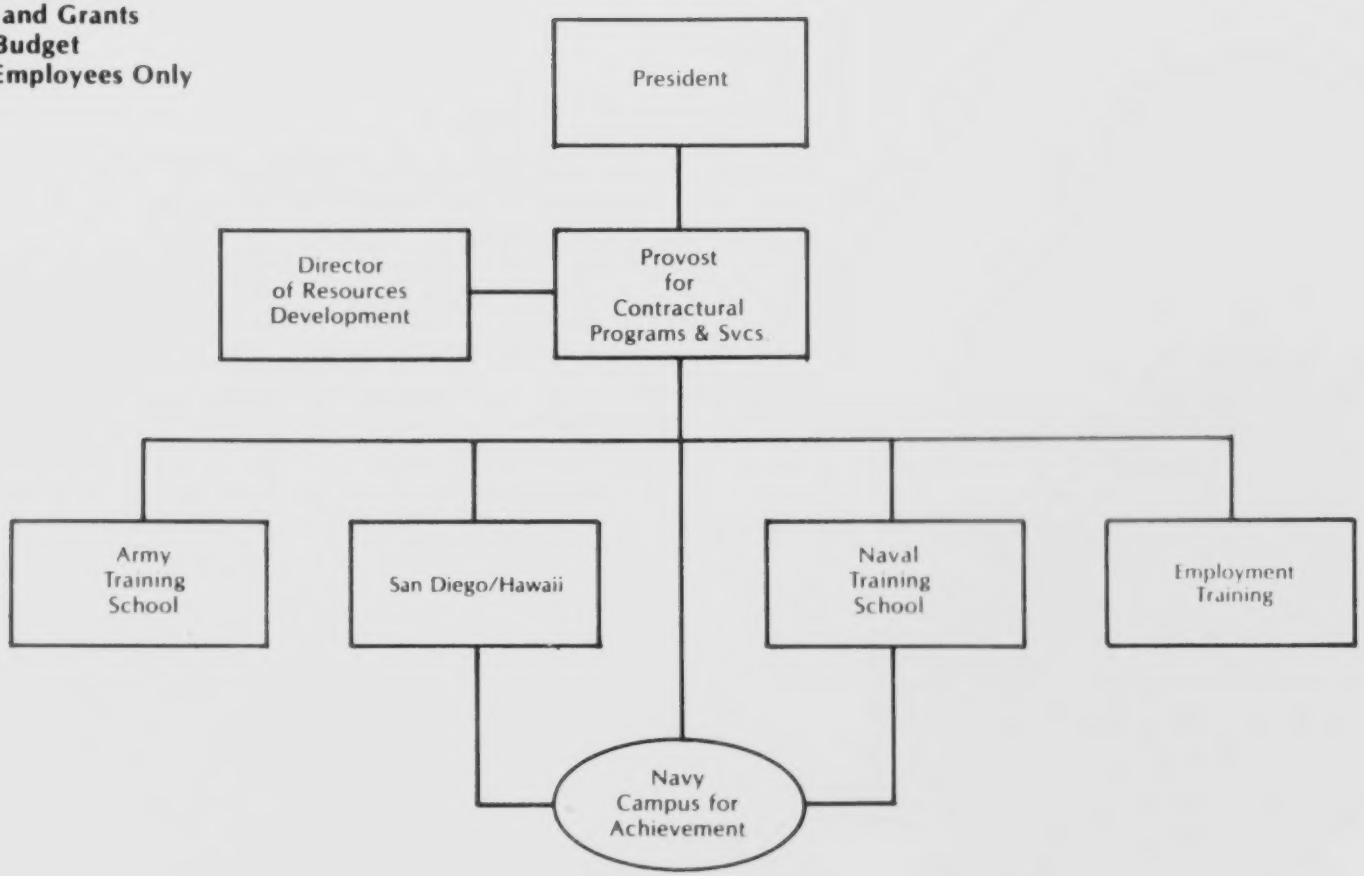
Educational Affairs



Contractual
Programs & Services

- **Totally Funded from Contracts and Grants**
- **Separate Budget**
- **Contract Employees Only**

CLC Tables of Organization
-V-



APPENDIX D

FINANCIAL TABLES AND CHARTS

ASSESSED VALUATIONS

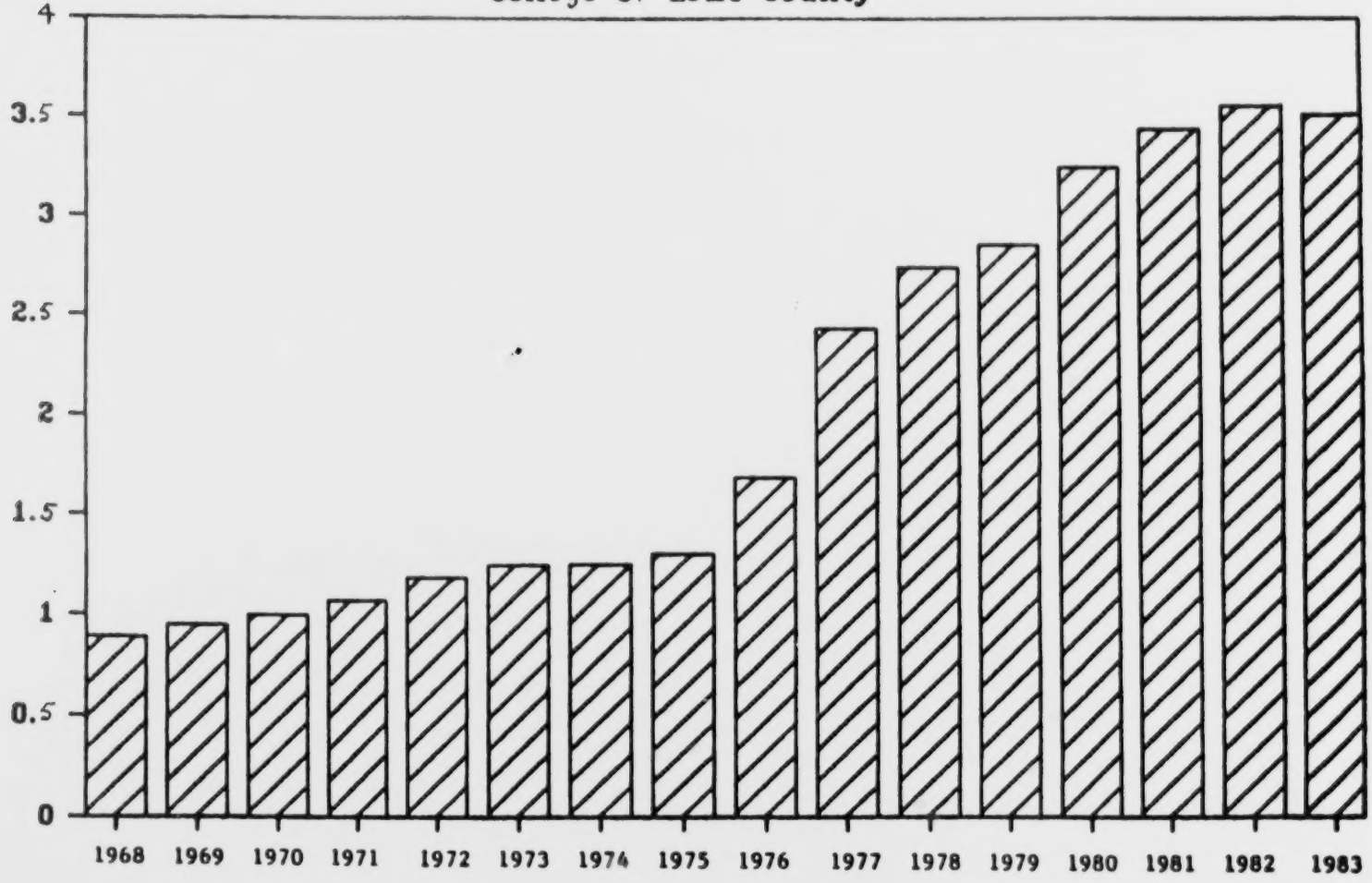
Year	Amount	Increase	%
1967	$ 864,684,005	$ ---	---
1968	893,519,127	28,835,122	3.33
1969	952,849,258	59,330,131	6.64
1970	1,001,408,495	48,559,237	5.10
1971	1,074,790,461	73,381,966	7.33
1972	1,190,861,455	116,070,944	10.80
1973	1,253,146,870	62,285,415	5.23
1974	1,258,423,081	5,276,211	.42
1975	1,313,169,878	54,746,797	4.35
1976	1,695,355,427*	382,185,549	29.10
1977	2,439,693,618**	744,338,191	43.90
1978	2,748,076,849	308,383,231	12.64
1979	2,862,139,936	114,063,087	4.15
1980	3,252,628,892	390,488,956	13.64
1981	3,443,004,419	190,375,527	5.85
1982	3,562,278,231	119,273,812	3.34
1983	3,514,719,482	(47,558,749)	(1.35)

*Adlai Stevenson High School District, No. 125, included for the first time.

**Highland Park-Deerfield High School District, No. 113 included for the first time.

EQUALIZED ASSESSED VALUATION GROWTH

College of Lake County



TAX RATES BY FUND

Levy Year	Fiscal Year	Education	Maintenance	Bond & Interest	Audit	Tort Liability	Total
1968	1969-70	.130	.060	---	---	---	.190
1969	1970-71	.127	.059	---	---	---	.186
1970	1971-72	.128	.059	.055	---	---	.242
1971	1972-73	.128	.059	.056	---	---	.243
1972	1973-74	.126	.058	.033	---	---	.217
1973	1974-75	.130	.060	.031	---	---	.221
1974	1975-76	.130	.060	.049	---	---	.239
1975	1976-77	.130	.060	.053	---	---	.243
1976	1977-78	.124	.059	.045	---	---	.228
1977	1978-79	.130	.060	.029	---	---	.219
1978	1979-80	.119	.055	.026	---	---	.200
1979	1980-81	.130	.060	.020	---	---	.210
1980	1981-82	.130	.060	.019	---	---	.209
1981	1982-83	.130	.060	.019	---	---	.209
1982	1983-84	.130	.060	.022	.001	.003	.216
1983	1984-85	.130	.060	.026	.001	.003	.220

INTEREST ON INVESTMENTS

Fiscal Year	Education	Maintenance	Oper., Bldg. & Maint. (Repair.)	Site and Construction	Bond & Interest	Auxiliary Enterprises	Restricted Purposes	Working Cash Fund	Total
1969-70	23,555	8,271		1,498	-0-	-0-	-0-		33,324
1970-71	43,617	26,330		12,051	-0-	309	4,209		86,516
1971-72	45,972	9,145		131,501	5,616	-0-	-0-		192,234
1972-73	47,394	5,462		100,693	5,507	-0-	-0-		159,056
1973-74	121,446	8,802		181,937	10,599	-0-	527		323,311
1974-75	133,127	42,083		214,961	10,119	-0-	1,658		401,948
1975-76	149,800	48,108		191,723	6,860	175	2,337		399,003
1976-77	134,924	42,342		149,430	12,966	889	4,228		344,779
1977-78	130,115	48,748		177,893	13,507	576	7,607		378,448
1978-79	256,068	89,324		236,489	26,590	490	10,206		619,167
1979-80	475,615	203,741		148,222	59,715	444	9,960		897,497
1980-81	638,449	287,338		43,638	50,946	2,740	15,220		1,018,331
1981-82	795,382	163,803		-0-	95,955	7,004	168,120		1,230,264
1982-83	856,078	168,870	28,853	-0-	96,895	16,407	78,393	28,822	1,272,318
1983-84	679,511	172,609	476,956	-0-	85,494	27,719	34,705	635	1,477,629
TOTAL	4,530,853	1,304,976	505,809	1,590,038	480,769	56,753	337,170	27,457	8,833,825

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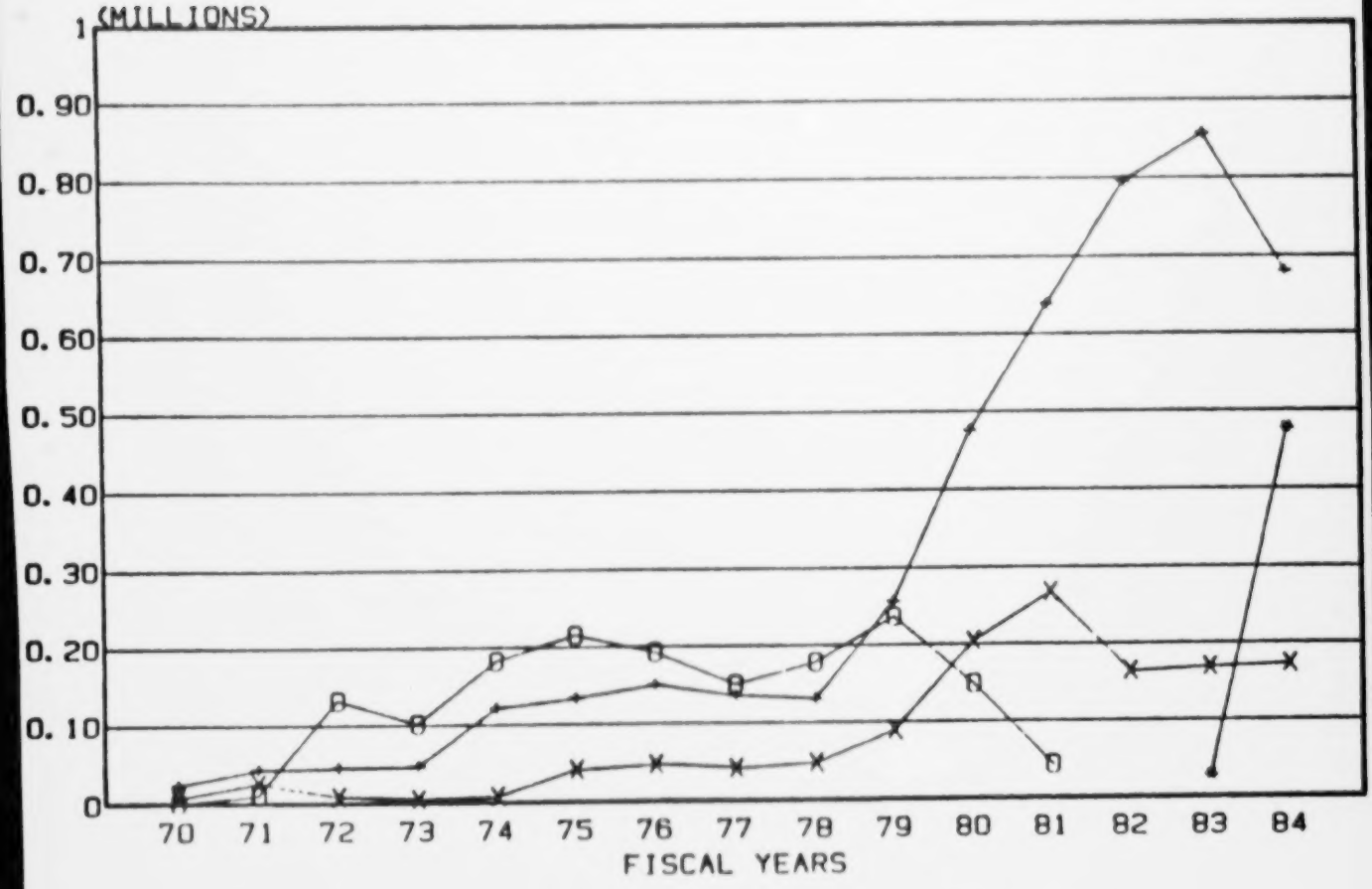
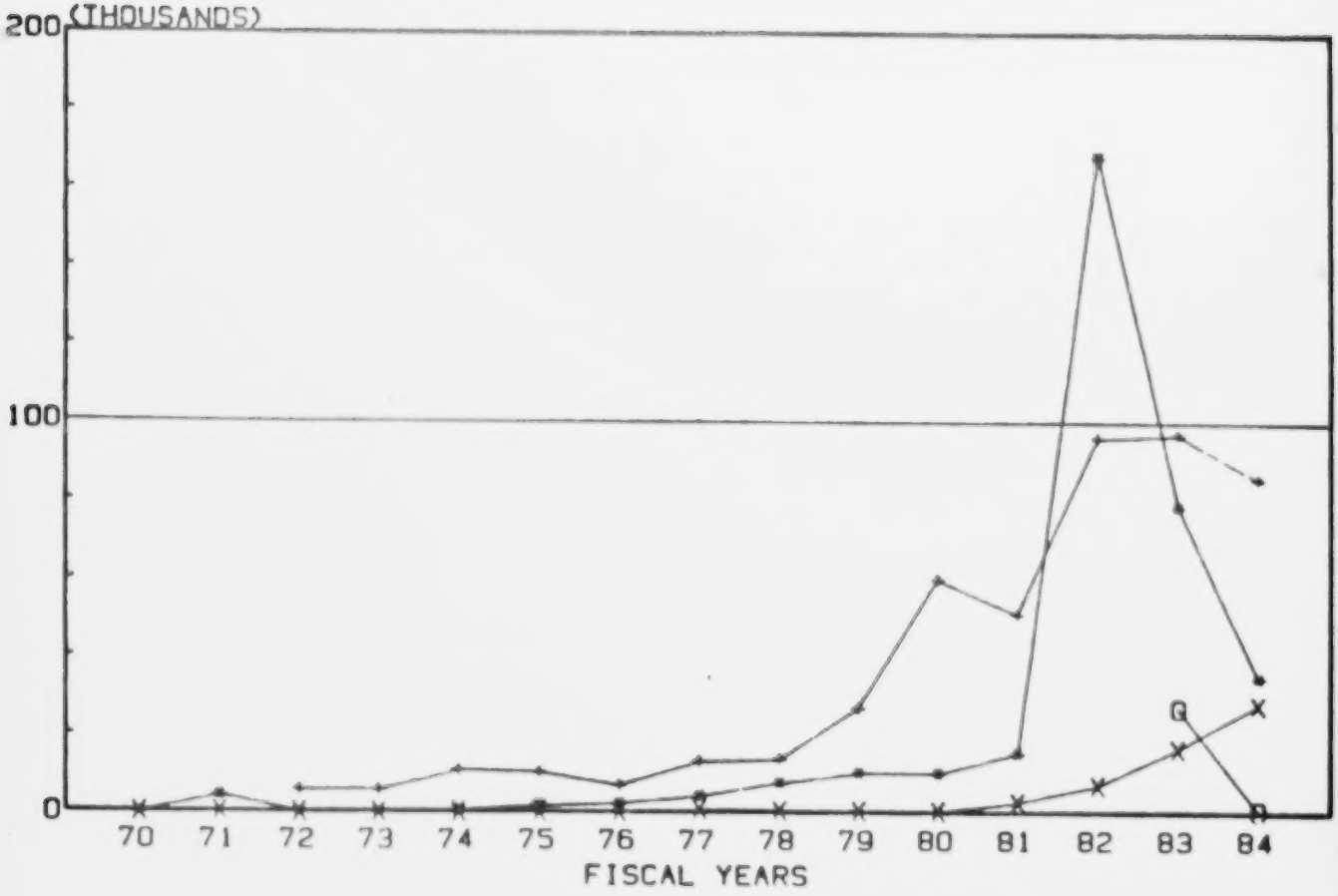
INTEREST ON INVESTMENTS



INTEREST ON INVESTMENTS

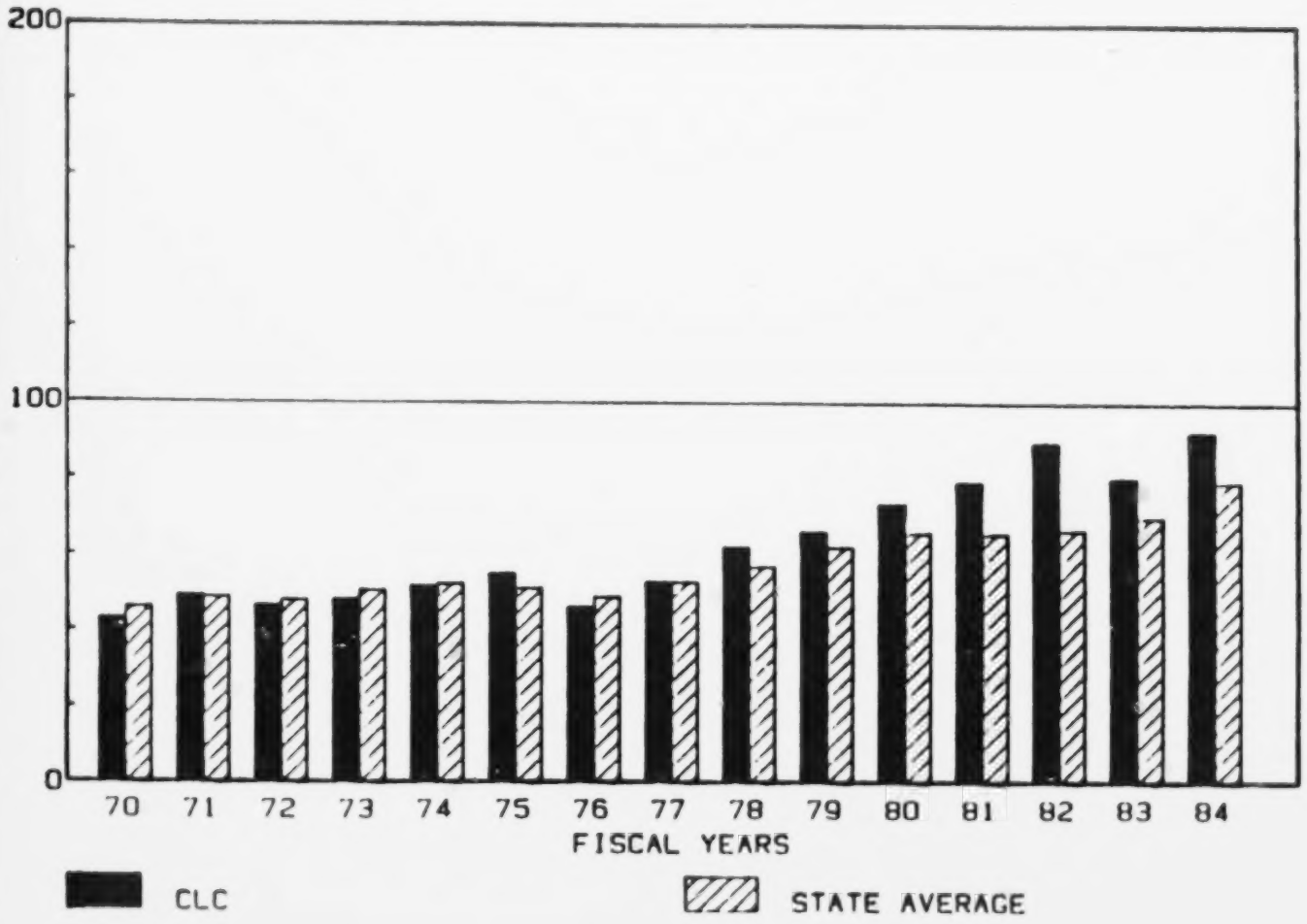


UNIT COST ANALYSIS

Cost Per Student Credit Hour by Instructional Area

	Total Instructional Costs					
College of Lake County	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Baccalaureate	$63.92	70.31	75.02	86.07	77.95	88.17
Business & Public Services	55.71	64.58	69.92	79.66	72.34	86.51
Technical Occupations	70.29	76.88	82.34	96.98	82.18	104.59
Health Professions	108.07	116.04	140.52	144.93	137.25	133.76
Remedial/Developmental	62.69	78.79	63.95	92.62	72.55	81.75
ABE/GED	70.03	75.56	87.73	74.16	55.89	65.01
General Studies	58.44	71.12	73.91	70.23	78.76	71 44
TOTAL	$65.98	73.29	79.01	89.57	79.97	92.42
Total For All Districts						
Baccalaureate	$66.04	69.71	69.60	72.33	74.47	83.64
Business & Public Services	60.94	64.73	65.92	68.59	71.84	85.65
Technical Occupations	74.31	78.01	80.16	84.01	84.10	96.20
Health Professions	91.16	101.63	106.69	108.09	108.30	126.53
Remedial/Developmental	49.74	66.01	65.23	68.25	69.23	85.84
ABE/GED	40.50	43.96	40.66	38.85	43.36	35.62
General Studies	45.38	49.38	47.20	41.68	44.33	58.32
TOTAL	$62.10	65.82	65.56	66.53	69.89	79.24

UNIT COST ANALYSIS

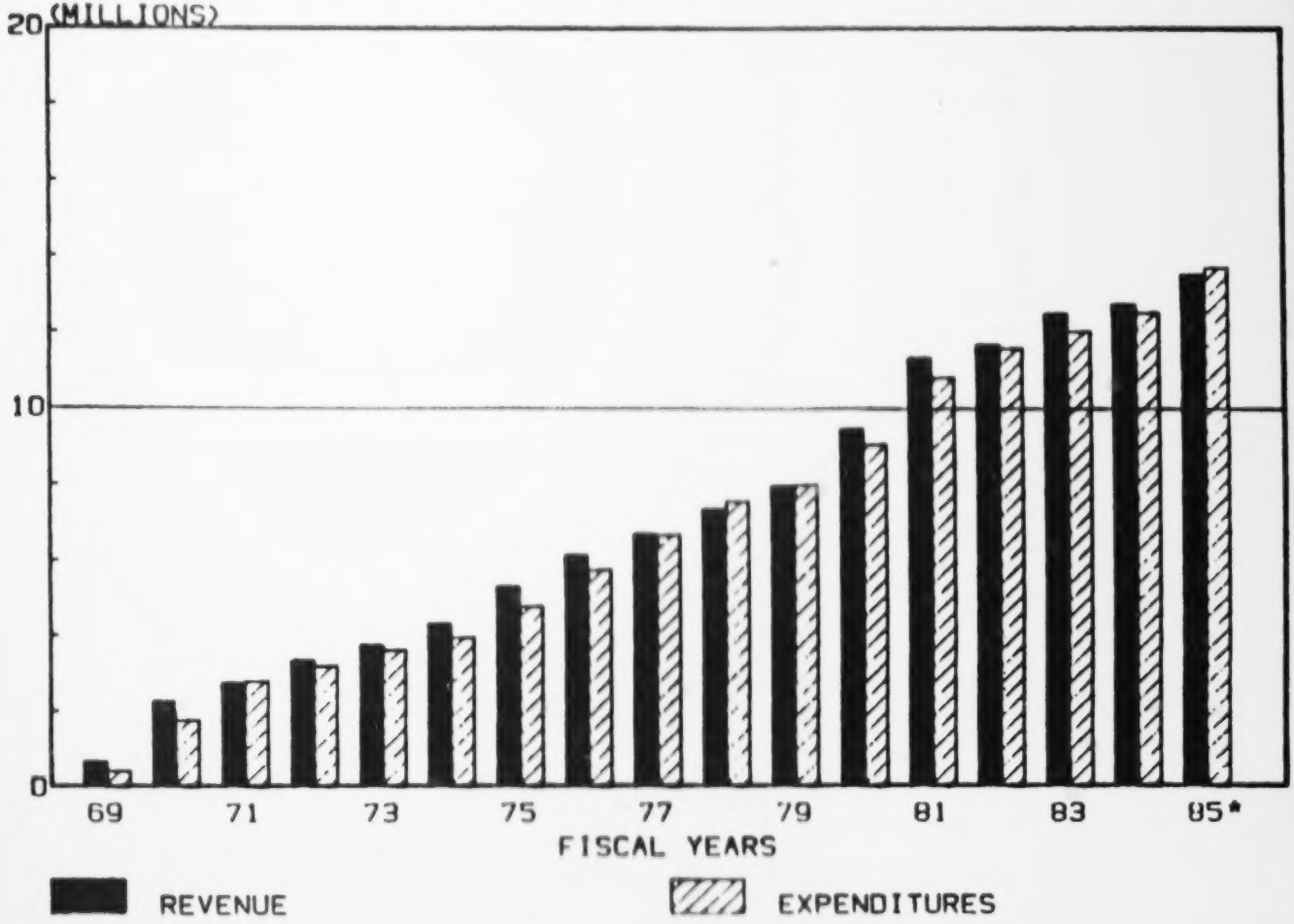


Expenditures Analysis--EDUCATION FUND

	1976-77	%	1977-78	%	1978-79	%	1979-80	%
Salaries	$ 5,262,208	78.90	$ 5,987,935	79.20	$ 6,499,572	81.30	$ 7,105,167	78.40
Employee Benefits	178,830	2.70	222,818	2.90	230,887	2.90	295,953	3.30
Contractual	83,894	1.30	91,794	1.20	167,474	2.10	103,618	1.10
Gen. Spls.& Materials	418,292	6.30	461,052	6.20	445,166	5.60	556,314	6.10
Travel & Meeting Expense	53,029	.80	78,420	1.00	74,844	.90	113,443	1.30
Fixed Charges	245,579	3.70	293,866	3.90	288,381	3.60	423,757	4.70
Plant Utilities	2,095	---	3,727	.10	---	---	---	---
Capital Outlay	181,492	2.70	295,424	3.90	197,030	2.50	231,561	2.60
Other	74,132	1.10	100,986	1.30	90,352	1.10	144,141	1.60
Contingency	172,736	2.50	23,563	.30	---	---	85,081	.90
TOTAL	$ 6,672,287	100.00	$ 7,559,585	100.00	$ 7,993,706	100.00	$ 9,059,035	100.00

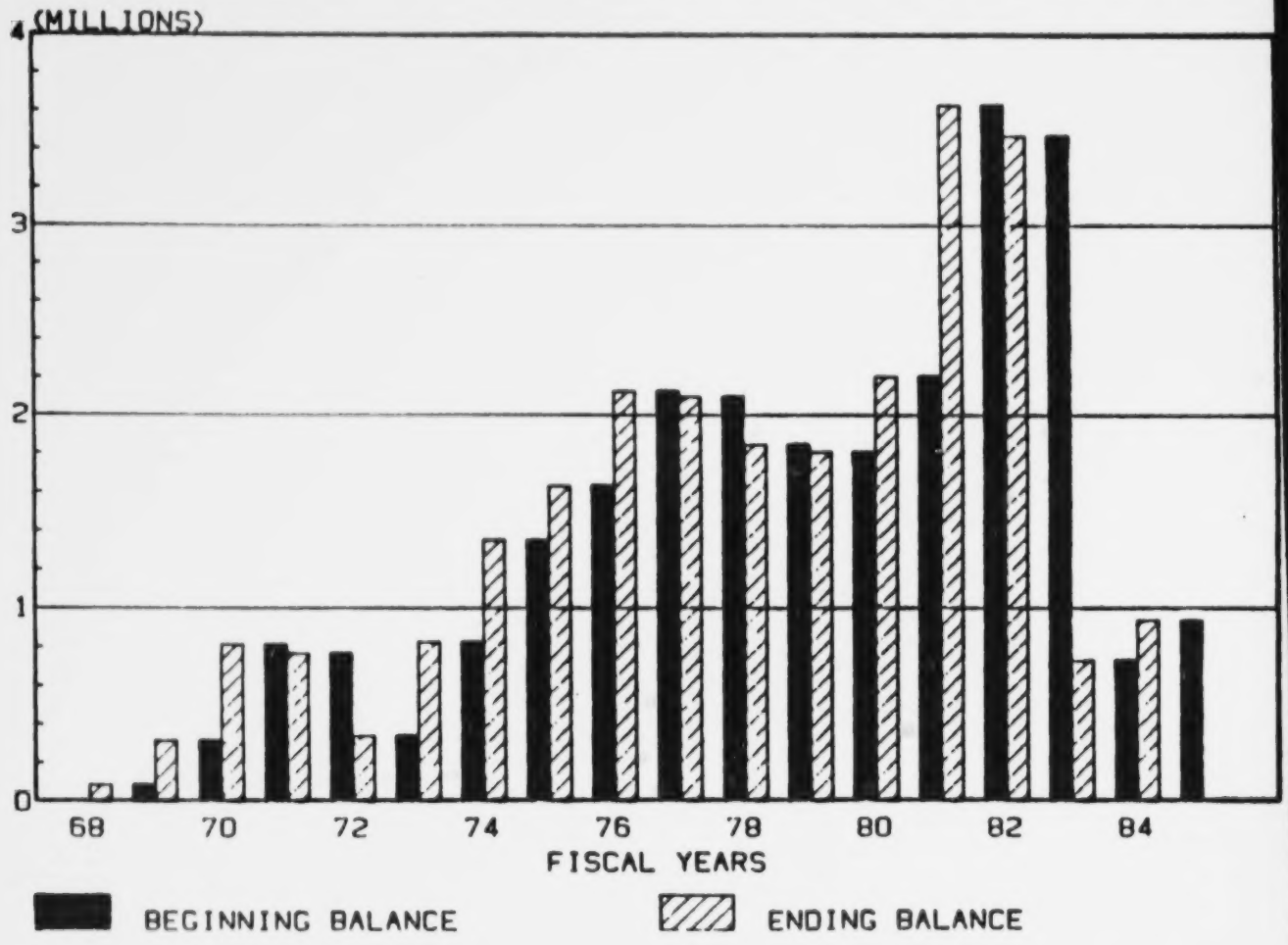
	1980-81	%	1981-82	%	1982-83	%	1983-84	%
Salaries	$ 8,347,486	77.17	$ 9,049,124	78.13	$ 9,355,815	77.77	$ 9,483,101	75.73
Employee Benefits	417,139	3.85	490,099	4.23	608,808	5.06	730,624	5.83
Contractual	178,303	1.66	155,889	1.34	240,064	2.00	323,159	2.59
Gen. Spls.& Materials	751,456	6.95	742,908	6.43	730,631	6.07	724,235	5.79
Travel & Meeting Expense	137,415	1.27	126,949	1.09	126,505	1.05	108,295	.86
Fixed Charges	412,034	3.80	499,992	4.31	632,877	5.27	539,606	4.30
Plant Utilities	---	--	---	---	250	---	1,485	.01
Capital Outlay	445,648	4.11	403,970	3.48	242,581	2.01	494,247	3.94
Other	129,150	1.19	114,915	.99	93,282	.77	119,352	.95
Contingency	---	---	---	---	---	---	---	---
	$10,818,631	100.00	$11,583,846	100.00	$12,030,813	100.00	$12,524,131	100.00

ED. FUND COMPARISON OF REV. & EXP.

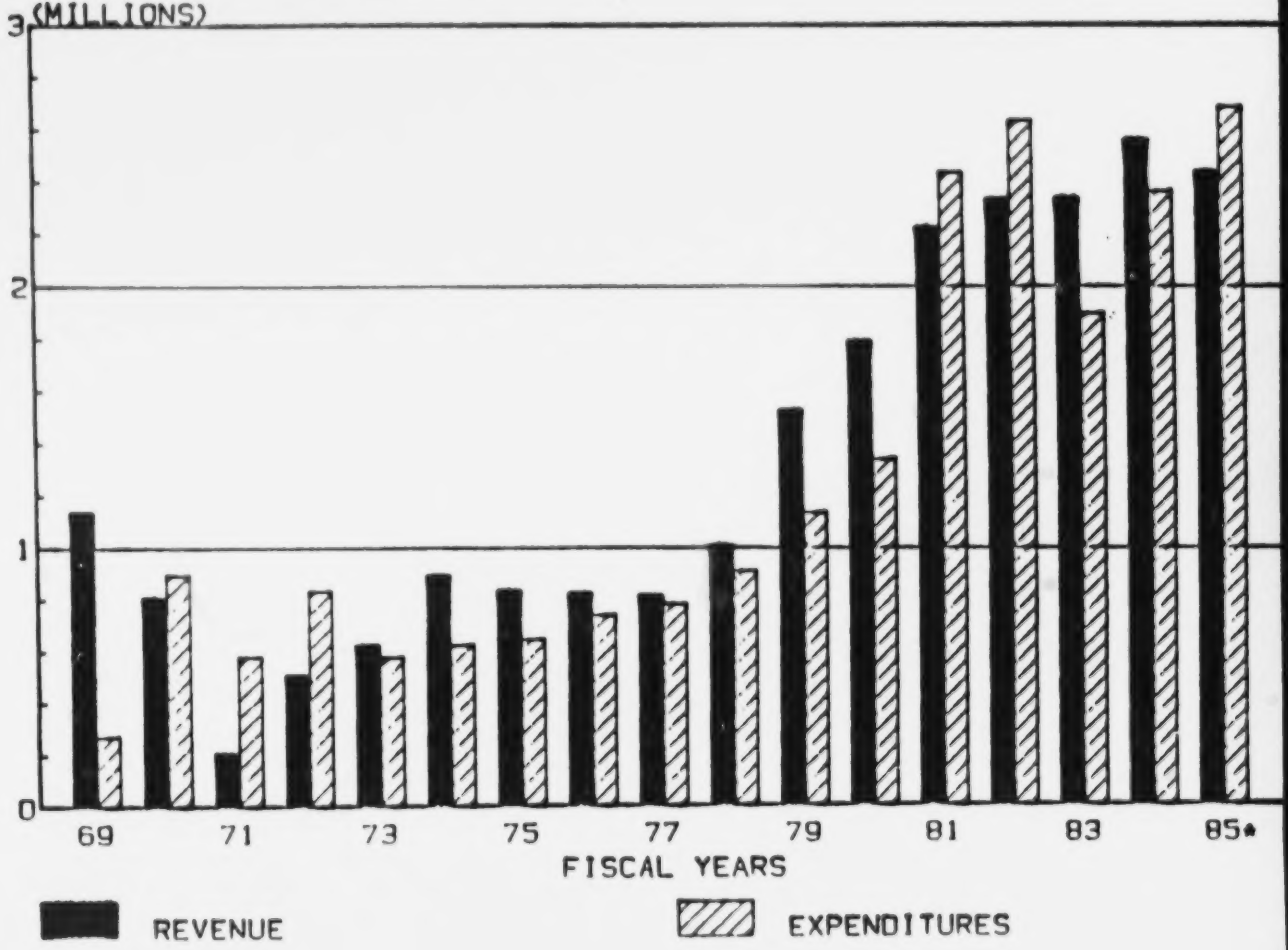


*Estimate.

COMPARISON OF ED. FUND CASH BALANCE

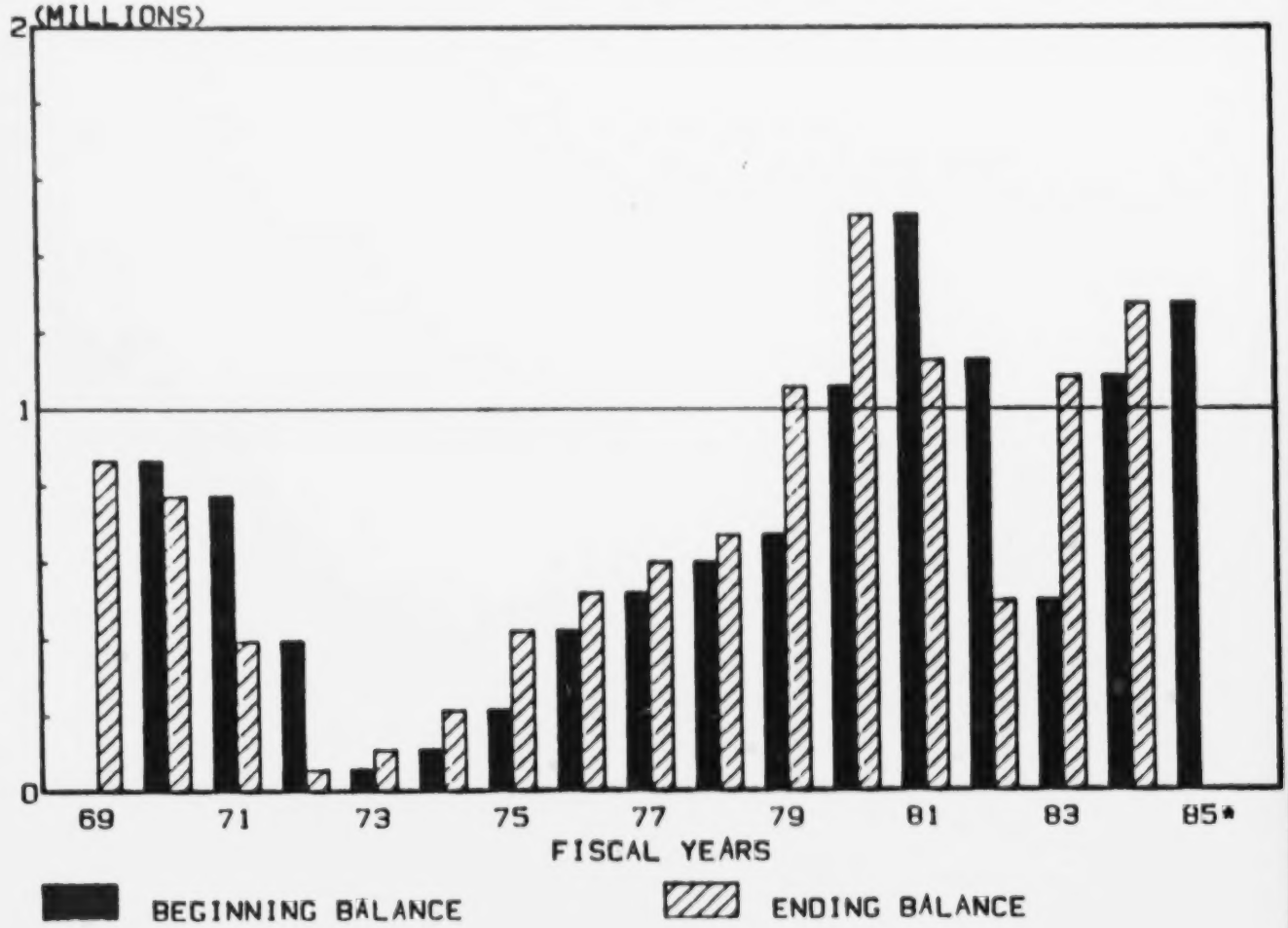


COMPARISON OF MAINTENANCE FUND REV &



*Estimates.

COMPARISON OF MAINT. FUND CASH BALANCE



*Estimate.

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AUXILIARY ENTERPRISES FUND

School Year	Excess (Deficit) Without Transfers from the Education Fund	Transfers from the Education Fund	Net Excess of Revenues over Expenditures
1977-78	(-104,486)	120,000	15,514
1978-79	(- 85,029)	94,000	8,971
1979-80	(- 68,956)	175,937	106,981
1980-81	38,387	0	38,387
1981-82	178,817	108,189	287,006
1982-83	70,090	100,000	170,090
1983-84	58,535	54,278	112,813

NOTE: The fund balance as of June 30, 1984 was $871,467.

APPENDIX E

HISTORY OF COLLEGE SENATE

TO: College Senate

FROM: President Hunter JOH

DATE: February 18, 1985

Attached is a report compiled by Nancy McGuire on College Senate history from 1978 to 1984. The format was changed in the 1980-81 year to provide a brief synopsis of each meeting rather than monthly review.

The range of subjects that have been on the Senate agenda is quite diverse. It is interesting that the most dominant topic over these years has been academic advisement. Other major considerations initiated by the Senate and leading to specific policy or program recommendations include: grading system revision; basic skills policy; CLC philosophy and mission statement; Liberal Education Task Forces I and II; life experience credit; all-college grievance procedures; smoking on campus; facilities renovation for handicapped; liberal arts seminar; nepotism policy; cable television; programs evaluation.

I shall make a major statement outlining the position of my office on college governance and future of the Senate when we next meet.

JOH/nm

cc: Reaccreditation Steering Committee
Instructional Council

Attachment

SUMMARY OF COLLEGE SENATE MAJOR ACTIONS AND RECOMMENDATIONS 1978 - 1984

Academic Year 1978 - 1979

(Co-Chairmen: B. Bruggen, Dr. Hunter)

September:	Ad Hoc Committee on Credit for Life Experience appointed.
	Ad Hoc Committee on Commissions recommendations approved to re-structure commissions.
October:	College Senate Governance Task Force appointed.
December:	Staff Development Commission recommendations approved for "staff development days."
January:	Advisement Commission recommendation approved on policy assigning all full-time professional staff members as student advisors, with the exception of Business Office.
	Ad Hoc Committee on Paraprofessionals Status appointed.
	Academic Standards Commission recommendation approved to allow nine semester hours of middle digital and 7 courses for fulfillment of A.A. and A.S. degrees.
February:	Grading Task Force appointed.
May:	Senate review of McManus Associates consulting recommendations for undertaking administrative reorganization.
	College Senate Governance Task Force recommendations approved.
	Ben Bruggen reelected Senate Chairperson.

Other agenda items discussed, 1978-1979:

Functional analysis of college governance, Dr. Hunter's paper on "College Senate as Forum"; instructional evaluation; academic calendar; Dental Assisting program move to AVC; math placement testing; faculty membership in student activities; potential program relationship with U.S. Navy; Marketing Task Force; English placement testing, use of "N" grade; textbook selection; Senate Constitutional amendment to realign membership.

Academic Year 1979 - 80:

(Co-Chairmen: B. Bruggen, Dr. Hunter)

September:	Grading Task Force submits recommendations for change in grading system.
October:	Grading Task Force recommendations as amended are approved (major revision of grading system reinstating F grades).
	Basic Skills Task Force reports.
November:	Adoption of Senate Executive Council concept to organize Senate business, develop agenda, and liaison.
	Governance Task Force reports; New statement of CLC Philosophy approved.
December:	Senate Constitutional amendment on Paraprofessional staff representation adopted.
	Curriculum Commission report on requirement of mission statements.
January:	Basic Skills Task Force five major recomendations are endorsed.
Feburary:	Senate recommends change of graduation date and to begin holding Commencement on campus.
	Academic Standards Commission reports on Life Experience credit recommendations; Commission recommendation of 45 hours amended to 30 and approved.
March:	Review of P.E. Building project and North Campus renovation plans.
	Governance Task Force recommended CLC Goals statement is approved as amended.
	Liberal Education Task Force appointed.
	Senate to sponsor recognitional dinner for college governance leaders.
April:	Faculty evaluation policy adopted.
May:	T. Gundrum elected Senate Chairperson for 1980-81. New Executive Council appointed, to include at-large representatives and Student Senate President.
	Motion adopted to permanently display names of Senate Chairpersons in Board room.

Academic Year 1979-80: (Continued)

Executive Council and Liberal Arts Task Force appointed to meet during summer session.

Commission year-end written reports received.

Recognition Dinner held.

Other agenda items discussed, 1979-80:

C.E. astrology courses; Heins Building purchase in downtown Waukegan; CLC 10th Anniversary; Iranian crisis; handicapped students; student use of drugs on campus; main campus facilities; State tenure law; evaluation instrument for Senate and commissions; finding location for Commencement exercises; CLC contract with U.S. Navy to establish Naval Training School at Great Lakes; student activities disruption of instruction; open campus development; college policies; academic calendar; college goals-setting process; staff development; "Senate Commentary" introduced

GUNDRUM, CHAIR

August 21, 1980 - Dr. Hunter commented on the formation of an Affirmative Action Council, which is producing an Affirmative Action plan, and announced Christie Sobek as Affirmative Action officer. He also informed the Senate of a proposed Highland Park-Deerfield Center. Grievance Task Force Committee appointed to review and clearly define the relationship of all appellate processes and to recommend a comprehensive grievance procedure document.

September 2, 1980 - Grievance Task Force to begin work on their charge. Proposed "Changes in Constitution" was distributed. Mr. Gundrum asked for discussion at divisional level and indicated a ballot referendum would be conducted.

September 16, 1980 - Dr. Hunter commented on rising fall enrollment. Eibhlin Glennon moved to facilitate greater unity between Continuing Ed, Career and College Transfer courses; the Continuing Education courses also to be reviewed by the Curriculum Commission, which will include a member of the Continuing Education staff. Motion adopted by the Senate.

October 7, 1980 - Students voiced concern over decision to drop astrology course. Members of Continuing Ed appointed to Curriculum Commission. Liberal Education Task Force report to be submitted to Board on October 28, 1980. Russ Peterson reported for the Liberal Education Task Force and distributed copies of the goals statement. Motion to adopt the L.E.T.F. goals was tabled.

October 21, 1980 - Dr. Hunter reported on the controversy emerging from the cancellation of astrology courses. Guidelines set for Curriculum Commission to follow when reviewing the offerings from the Open Campus office.

November 4, 1980 - Senate adopted an amendment to the proposed constitution and approved the new constitution. Liberal Education Task Force goals statement adopted (from Oct. 7 meeting).

December 2, 1980 - Advisement system discussed in great detail. Ben Bruggen submitted his thoughts in writing.

January 13, 1981 - Advisement discussed. Advisement ad hoc Group appointed, with full implementation of a new advisement policy by April 15, 1981.

February 3, 1981 - Discussion of "W" in grading policy. Dr. Swalec reported on the basic skills testing and related advising. He submitted a plan for interim advising, a copy of which was distrubuted to all the Senators. Senate agreed to accept Dr. Swalec's report.

February 17, 1981 - Dr. Hunter distrubuted copies of a policy on sexual harassment, as well as copies of "Short Distance Student Travel Procedures" and "Long Distance Student Travel Procedures." Dr. Hunter stated we are in the process of revitalizing Phi Theta Kappa and requested Senate support for the organization. Much discussion held on Facilities and Operations Commission recommendation to allow WCLC

broadcasting in the Commons. Following amendment, motion to allow 30-day trial period was passed. Comprehensive reports were given by the Curriculum Commission and Facilities and Operations Commission.

March 3, 1981 - Announcement of completion of contract between CLC and the U.S. Navy to provide instruction for the second year at the Great Lakes Naval Training School. The Board to consider a position statement re cable television. Diana Mrotek gave progress report for the Grievance Committee. Dr. Swalec reported for the Academic Standards Commission. Agreed by the commission ACT Exam as requirement for admission should not be used.

March 17, 1981 - Dr. Hunter reported on cable television and distributed his paper, "Position Statement on Cable Television." Motion passed that a Cable Television Research Group by appointed.

April 7, 1981 - Dr. Hunter reported on the college budget, new positions to be requested, and presented information on ratio of full-time instructors to part-time instructors--70% full-time to 30% part-time. Motion to accept recommendation on inter-divisional teaching tabled. Doroty Regan reported on internal and external college publications. Faculty evaluation discussed.

April 14, 1981 - This was a special meeting called to review the Advisement Commission's proposed Mission Statement for Advisement. The meeting was devoted entirely to this topic.

April 28, 1981 - It was moved that the college move in the direction of setting up specific areas for smoking and in general discourage smoking on campus. Motion did not pass.

May 5, 1981 - Advisement Mission Statement, dated 4/24/81, accepted (with amendments) by Senate. Russ Peterson named new chairperson.

COLLEGE SENATE MINUTES (Synopsis) - SEPTEMBER 1981 - MAY 1982 - RUSS PETERSON, CHAIR

September 1, 1981 - Dr. Hunter played one of a series of tapes he thought could possibly be used as a way in which to market CLC, using a local radio station, calling the programs "CLC Round Table." Progress reports were given on the search for qualified candidates for the two positions for Vice-Presidents.

September 15, 1981 - A motion was passed that the College Senate established an ad hoc committee to study the current status of hiring restrictions caused by the college policy on nepotism. The committee shall consult the appropriate office of the U.S. Dept. of Education or any other appropriate office regarding their perception of the legality and/or acceptability of our present policy and report to the College Senate on that discussion. The committee shall have a term no longer than one academic year and periodically report to the Senate.

October 6, 1981 - Dr. Hunter announced the formation of a steering committee for North Central visitation of December 7 and 8, 1981. Diana Mrotek reported on committee's recommendation for an all-college grievance procedure. Many suggestions offered to amend grievance procedure.

October 13, 1981 - Senate adopted new all-college grievance procedures. Dr. Hunter endorsed the report from the Grievance Committee and commended the committee for the results of their endeavors.

November 3, 1981 - Dr. Hunter announced Christie Sobek's appointment as Director of Personnel and Herschel Wallace's appointment as Director of Financial Aid. Walt Petersen gave a progress report on advisement, stating that only matriculated students will be assigned an advisor, assignments to be with faculty members with backgrounds in areas the student is pursuing. Jim Rauff introduced a two-page document which outlined a project to offer specialized or focused intellectual stimulation and appropriate credit to CLC students and staff.

November 17, 1981 - Curriculum Commission proposal passed: "Program coordinators shall choose either ENG 120, ENG 121, or the option of ENG 120, ENG 121 as a requirement in their program. It is suggested that this decision be made in consultation with the English Department."

December 1, 1981 - Motion made and carried to form an ad hoc committee to study the Program Evaluation Proposal. Facilities and Operations Commission recommendation to increase parking fine from $2.00 to $10.00, for parking in disabled parking, was adopted.

January 13, 1982 - Conflict of Interest Policy discussed and tabled for future meeting due to numerous concerns and suggestions.

January 19, 1982 - Dr. Hunter explained the reasons for converting from the Burroughs System to the IBM System, and conversion necessary to upgrade the system. A proposal submitted by the Life Experience Sub-Committee of the Academic Standards Commission was introduced and referred back to the Commission to address a list of concerns.

February 2, 1982 - Conflict of Interest Policy discussed and endorsed by the Senate to replace old nepotism policy.

February 16, 1982 - Proposal presented from the Academic Standards Commission on credentialing--to be a two-year pilot program of life experience credentialing--report to be submitted after two years as to results. Senate adopted the proposal.

March 2, 1982 - Jim Vojtisek gave a preliminary report on the ratio of part-time instructors to that of full-time instructors; approximately 3/4 of the load hours are taught by full-time faculty, with a wide variation between divisions and also when the classes are taught. Russ Hamm and Don Holland presented a report on the Mentor System, a system established in the hopes of establishing a better relationship and better integration between full-time and part-time instructors. A survey indicated the experiment had value and should be continued and expanded.

March 16, 1982 - Dr. Doppke reported on the concept of an exchange program to be initiated fall semester, 1982. Colleges included are Oakton, Triton, DuPage, Joliet, Harper, Waubonsee, Moraine Valley, Elgin and CLC. Ad hoc Cable TV Committee reported. A 12-point proposal was adopted. No smoking area policy was recommended by Facilities and Operations Commission and adopted.

April 13, 1982 - Discussion of evaluation of part-time faculty. Proposal returned to the commission with the recommendation that they address the function of the coordinator and the mentor in their proposal and be more broad than the student evaluation process. Ad hoc Committee for the Sophomore Seminar reported.* Following discussion, proposal was dealt with in two parts. Part I of the Sophomore Seminar adopted.

April 20, 1982 - Sophomore Seminar, Part II, brought up for discussion. Amendments made, document passed.

May 4, 1982 - Lengthy discussion on Program Evaluation. Motion to endorsed concept of the evaluation failed and was tabled pending further study. Advisement Commission recommendation postponed for fall consideration.

*Rauff proposal

COLLEGE SENATE MINUTES (Synopsis) - AUGUST 1982 - MAY 1983 - EIBHLIN GLENNON, CHAIR

August 19, 1982 - New policy on Programs Evaluation, with amendments, was approved by the Senate.

September 7, 1982 - A task force on commissions appointed to review the charges of the commissions. Changes made in membership of Facilities and Operations Commission. Dr. Doppke commented favorably on the Senate action regarding program evaluation. Dr. Doppke also reported on Institutional Goals for 1982-83. Dr. Webster reported on the advisement process.

September 21, 1982 - Dr. Hunter explained the college planning process and spoke on the need for greater support of student government. Regarding Mentor Systems Review, Don Holland explained some of the philosophy of the task force which developed the Mentor System.

October 5, 1982 - Institutional Goals for 1982-83 were discussed. The emphasis on focusing on a marketing plan directed toward liberal arts transfer students generated negative and positive opinions. Academic Standards Commission was charged to consider if the unlimited long-term withdrawal is reasonable.

November 2, 1982 - Dr. Hunter reported extensively on several items. He outlined status of development for a new science building project, spoke on the creation of a working cash fund, need for cooperation to resolve problems regarding student government and clubs, expansion of the college to the Pacific Fleet. Eibhlin Glennon referred to proposed changes to the College Senate Constitution Bylaws initiated by the Committee on Commissions--streamlining the commissions, not in their purposes but in their membership. Proposal was tabled. Dorothy Regan reported on college advertising. Steve Springer reported on proposal for Career Programs Evaluation.

November 9, 1982 - Special meeting called to discuss Career Programs Evaluation Proposal (tabled from previous meeting). The original recommendation as amended three times was passed. One amendment dealt with compensation plan for faculty involvement in evaluation.

November 16, 1982 - Dr. Hunter reported on the college's economic development effort. He also discussed a proposed internal recruitment and promotion policy to be presented to the Board of Trustees. Russ Hamm reported on Open Campus development. A proposal from the Student Senate regarding membership on the College Senate was discussed. No action was taken. A proposal for a timetable concerning student appointments was approved.

December 7, 1982 - Discussion of College Senate membership. Vern Manke presented a financial report and explained the college budgets.

January 18, 1983 - Dr. Hunter shared some aspects of the administrative reorganization, to go to Board for approval. Facilities and Operations Commission recommendation for a buzzer to be installed at the front door passed unanimously.

February 1, 1983 - Tony Gundrum gave a brief summary of the New Student Orientation Proposal, which consists of seven recommendations. After amending, passed. Dr. Hunter reviewed the new administrative organizational charts. The role and responsibilities of the new Economic Development Center to be determined by the end of the Spring 1983 semester. He referred to an in-depth profile on Lake County's economic development which will foster an understanding of what the center is all about.

February 15, 1983 - Dr. Hunter reported on possible annexation of college property to Grayslake. A proposal on proxies for College Senate was submitted by Ellen Rubert and passed after being amended. The recommendation of the Facilities and Operations Commission to approve the addition of more lighting for both the Blue and Orange Lecture Halls was passed.

March 1, 1983 - At the request of Dr. Doppke, Russ Peterson and John Lumber were asked to review graduation requirements for the A.S. and A.S. degrees. They were asked to make a report in one month. It was suggested that the Senate appoint a task force to deal with this matter. Dr. Hunter reported on the State Fiscal Legislative Picture which is a bleak one that could have major effect on the college budgets. The Senate amended the CLC Smoking Policy by designating the entire Physical Education Center as a no-smoking area.

March 15, 1983 -Dr. Hunter announced that a committee on enrollment management had been created. He also announced CLC is bidding on a two million dollar contract at Orlando, Florida, with a $200,000 return to CLC. Mike Corn's proposal of a resolution on Academic Solvency tabled. The resolution recommended a tuition increase of two dollars per credit hour plus one dollar per credit hour for each 5% cut in state funding, etc. The Student Life Commission proposal on Student Leadership Booklet was presented and endorsed. Jim Rauff's written proposal regarding the Solomon Amendment was discussed. The Senate took action to oppose the Solomon Amendment which prohibited federal aid to male students of draft age who have not registered for Selective Service.

April 5, 1983 - Dr. Hunter reported on the Board disposition of the Resolution on the Solomon Amendment. Graduation requirements for A.A. and A.S. degree programs were discussed. On Senate action, Liberal Education Task Force II would be created with a charge to coordinate with other groups and make specific recommendations.

April 19, 1983 - Proposal for Evaluation of Part-Time Faculty Teaching Credit Courses was discussed, amendments suggested and agreed upon, and passed by Senate. One amendment: "The student evaluation shall be conducted after the class mid-term and before completion of three-fourths of the class." The Senate passed a motion recommending that the L.E.T.F. include assessment of basic skills and course prerequisites as part of their analysis.

May 3, 1983 - Resolution proposed and passed: "We recommend that the office of the Vice-President of Academic Affairs not proceed with the implementation of the proposed "Telecourse Implementation Plan" until such time as the Academic Affairs Commission can report to the Senate

regarding the agreement of this plan with the College Telecourse Policy. We further commend the document entitled "Telecourse Implementation Plan" to the Academic Affairs Commission for their consideration and to the College faculty for their consideration." Proposal from English faculty regarding English Composition was referred to Academic Affairs Commission with a deadline of November 1, 1983 for a report back to the Senate. Mike Corn elected Senate chairperson for 83-84. Dr. Hunter reported on taxation legislation and the controversy with Commonwealth Edison which has the potential of a large financial loss to the college. He also discussed deep cuts in the FY '84 college budget. The resolution on Academic Solvency was adopted (tabled from March 15 meeting).

COLLEGE SENATE MINUTES (Synopsis) - AUGUST 1983 - MAY 1984 - MIKE CORN, CHAIR

August 18, 1983 -Dr. Hunter described the various committees and organizations that assist the college in its outreach to the community and gave an update on the construction and/or renovation to several areas, including CAD/CAM, Gullivers. Groundbreaking of the new science building would probably be held in the summer of 1984. Senate adopted motion for the Executive Council to track disposition of recommendations. Appointments to the Liberal Education Task Force II were made.

September 7, 1983 - CLC awarded $800,000 contract to provide basic skills to sailors in San Diego/Pearl Harbor. Meeting devoted to report from Dan Bleck Associates on how they had accomplished a space analysis of the college, to better understand which areas of the college are not utilized fully and which areas have too many demands placed on them. Representatives of the biology department expressed concern that their input or suggestions were not requested and were assured they would be asked to participate more fully in the architectural design of the building.

September 20, 1983 - The science faculty voiced concern that so many students are being admitted to classes without the designated prerequisites and suggested that with the new IBM system we might have better control over this. It was suggested this issue be placed on a forthcoming agenda. Recommendation adopted to have new building architects consult regularly with Facilities and Operations Commission. Final report on IBM conversion by Gary Churchill.

October 4, 1983 - Dr. Hunter outlined ways in which Senate could interact with CLC strategies. Terry Spets and Dorothy Regan reported on the work that had been accomplished regarding recruitment at Grant High School, with a survey sent to seniors, follow up with a general information brochure, etc. Student Life Commission asked to investigate high noise level in Building 1 due to electronic games, pool table, television, etc.

October 18, 1983 - Dr. Hunter announced architects for new building had been chosen - Joseph Legat and HOK (Hellmuth, Obata & Kassabaum). Gene Kulin assigned to oversee each phase of the construction to avoid mistakes that were made in previous buildings. Facilities and Operations Commission asked to recommend new solutions to solve the problem of lack of entrance accessibility for the handicapped. Student Life Commission commended by the Senate on quick solution to Building 1 noise problem. Frank Adams reported on contractual programs and grants. Dr. Hunter cited the need for mission criteria in connection with contractual programs and invited Senate participation.

November 1, 1983 - Eibhlin Glennon, chair pro tempore - Dan Petroska reported on status of academic computing services. The following was approved by the Academic Affairs Commission on 10/27/83 but defeated by the Senate: "Any degree or certificate-seeking student shall complete, with a passing grade, the required English writing course within the first nine (9) hours of their program. Those not earning a passing grade

must be enrolled in English the following term or must be working to remove an incomplete." This recommendation was directed to the Liberal Education Task Force for consideration.

November 15, 1983 - Facilities and Operations Commission recommended that two automatic doors be installed in the front entrance for the handicapped. Recommendation endorsed by Senate. Liberal Education Task Force II report by Bill Van Hulzen.

December 6, 1983 - Dr. Hunter reviewed recommendation passed by College Senate on November 9, 1982, which apparently had not been communicated or dealt with. This recommendation concerned compensation for faculty involvement in evaluation. Dr. Hunter explained his reasons why the recommendation could not be approved. It was moved and adopted that the College Senate ask the Instructional Council to review prerequisites and to report back on or before May 1, 1984.

January 17, 1984 - Dr. Hunter described the proposal to establish an administrative unit institute for special and contractual programs; one of the functions would be assessing military courses for credit using ACE guidelines. Discussion of need for Patents and Copyrights policy. Dr. Hunter would like to encourage our advertising thrust to become more program-oriented rather than course-oriented since many people are unaware that our programs transfer to four-year institutions.

February 7, 1984 - Brian Smith reviewed the accomplishments of the Critical Thinking Committee, which included three workshops held for full-time staff as well as a shortened version of part-time staff, with plans for workshops to be held at nearby community colleges and high schools. Jeff Alper moved that the method of registration be changed so that those with the most credits accumulated be given highest priority at registration. Motion tabled.

February 21, 1984 - Dr. Hunter announced that the Proposal to Establish an Institute for Special and Contractual Programs will go to the Board on February 28, 1984. Discussion of proposed revisions of College Grievance Procedures.

March 6, 1984 - Mike Corn suggested changes that he felt were needed in the Senate Constitution and bylaws, including meetings during the summer with stipends. Dr. Hunter reported on federal legislation. Motion on registration, tabled from February 7 meeting, was passed 12-11.

March 20, 1984 - Dave Ross presented a report on behalf of the Basic Skills Council, outlining their plans to determine who needs to be evaluated before attending schools, etc. It was pointed out that mandatory testing might have some ramifications on enrollment. Motion passed endorsing proposed revisions to all-college grievance policy. Terry Larson reported on new science wing for the Facilities and Operations Commission.

April 3, 1984 - Proposals suggested by Mike Corn and adopted by Senate regarding Commission appointments. Motion adopted asking the Facilities and Operations Commission to look into ramping the front entrance to make it more convenient for the handicapped. Senate adopted

recommendation to place responsibility for use of travel funds at the division level.

May 1, 1984 - Mike Corn reported for Dr. Hunter in absentia: 1) approval of stipends--recommendation for summer meetings; 2) Senate recommendation on registration to be given further administrative study; 3) resolution to decentralize travel funds is favorable. John Lumber and Sharon Grove discussed plans for the Staff Development Center and answered some questions. The Senate passed a motion that funds disbursed (for Staff Development Center) should be at least (if not more) than those allocated for development in 1983-84. Russ Peterson reported on behalf of the Instructional Council addressing prerequisites--some prerequisites have been added and some deleted.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: COLLEGE OF LAKE COUNTY
Grayslake, IL 60030

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation at the Associate's (arts and sciences curricula and vocational-technical curricula) degree-granting level

DATE OF THIS REVIEW: March 17-19, 1986

DATE OF SAS: June 24, 1982

COMMISSION ACTION:

CONTROL: College of Lake County is a public institution.

Institution Recommended Wording: No Change

Team Recommended Wording:

STATUS: College of Lake County is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Institution Recommended Wording: No Change

Team Recommended Wording:

EDUCATIONAL PROGRAMS: The College offers programs leading to Certificates and the Associate's (arts and sciences curricula and vocational-technical curricula) degree. It also offers credit and non-credit courses not part of these programs.

Institution Recommended Wording: No Change

Team Recommended Wording:

LOCATIONS:	The College's programs are offered at its campus in Grayslake, IL and at the Lakeshore Educational Center in Waukegan, IL. It also offers credit and non-credit courses at instructional sites within the state and at military installations within the country.
Institution	Recommended Wording: change "Lakeshore Educational Center" to "Lakeshore Campus"
Team	Recommended Wording:
STIPULATIONS:	None.
Institution	Recommended Wording: No Change
Team	Recommended Wording:
REPORTS REQUIRED:	None.
Team	Recommended Wording:
FOCUSED EVALUATIONS:	None.
Team	Recommended Wording:
COMPREHENSIVE EVALUATIONS:	The College of Lake County's most recent comprehensive evaluation occurred in 1978-79. Its next comprehensive evaluation is scheduled for 1985-86.
Team	Recommended Wording:

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
FEB 21 1986